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Minority Student Opportunities in United States Medical Schools 1982-83

7th Edition

Edited by Mary T. Cureton

Office of Minority Affairs
Division of Student Programs

Association of American Medical Colleges
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Remarks

The information in this book is based on data collected from the medical schools by the AAMC Office of Minority Affairs. For most school entries in this publication, the narrative descriptions cover six topics: (1) Recruitment, (2) Admissions, (3) Academic Aid Programs, (4) Summer Programs, (5) Student Financial Assistance, and (6) Other Pertinent Information. The data published show the number of applicants, the number offered an acceptance, the number of first-time matriculants, the number enrolled in the first-year class (including repeating and continuing students), and the number enrolled in all years (freshmen and upperclassmen). These data are categorized by the following racial/ethnic groups (U.S. citizens): Black American, American Indian, Mexican American/Chicano, and mainland Puerto Rican; by sex; and by the percentage of state residents. This book also includes tables in the appendix on Summer Programs, Graduates, mean MCAT scores, and medical school faculty.

This publication should be used in conjunction with *Medical School Admission Requirements*, also published by the AAMC. For more detailed information regarding programs, policies and procedures, contact the school in which you are interested. The name of a contact person is provided for each medical school entry.

It's important to keep in mind that the data in this book should be used in conjunction with other information as you review medical schools to which you apply. Among the other elements you should examine are the medical school's program and philosophy, geographic location, state residency requirements, and the cost of attending. These and other information you gather should be discussed with the Premedical advisor at your institution.

Policies and procedures regarding recruitment and admissions programs described in the narratives are those of each individual school, not those of AAMC.

AAMC Office of Minority Affairs

The AAMC Office of Minority Affairs was created in 1969 to assist medical schools in their effort to recruit, to admit, to retain, and to graduate persons from underrepresented minority groups in medicine. The Office's activities include monitoring of governmental policies, collecting data, providing assistance to institutions, responding to inquiries from students, organizations, and medical school personnel as well as providing staff support to various committees in AAMC. Over the years, the Office has instituted this publication, the *Minority Student Opportunities in U.S. Medical Schools*, and the following services: the *Minority Student Information Clearinghouse*, the *Medical Minority Applicant Registry*, and the *Simulated Minority Admission Exercises*. The *Minority Student Information Clearinghouse* provides information to students on the application process, the New MCAT exam, relevant publications and other services available from AAMC. The *Medical Minority Applicant Registry* (Med-MAR) was created to enhance admission opportunities for students from underrepresented minority groups. The program provides basic biographical information on medical school applicants belonging to a minority group to admissions offices of all U.S. medical schools. Med-MAR is circulated twice a year (usually July and November after the administration of the New MCAT exam) at no cost to students or medical schools. In addition to these services, the Office has developed the *Simulated Minority Admission Exercises* to assist medical school admissions committees in assessing and selecting nontraditional applicants. Admissions committee members, pre-medical advisors, and faculty members have found these workshops to be valuable. Other projects such as Workshops for Financial Aid Administrators and Minority Students and Retention and Learning Skills Workshops are carried out by the Office of Minority Affairs.

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Foreword

Over ten years have passed since U.S. medical schools first began a concerted effort to enroll students from various racial and ethnic backgrounds in their classes where before nearly all students were white. It was in 1968-69, nearly 100 years after the formation of the Association of American Medical Colleges (AAMC) that medical schools first accepted the responsibility to begin training individuals from groups underrepresented in medicine, such as American Indians, Black Americans, Mexican Americans, and mainland Puerto Ricans, to become physicians.

Although opportunities for minority group students to pursue careers in medicine have existed and expanded over the past decade, the amount of information regarding these opportunities is often limited and not always directed toward the individuals most concerned with the education and advising of students from these segments of the population. This biennial publication, *Minority Student Opportunities in United States Medical Schools* (MSOUSMS), is part of the overall effort by the AAMC to assist medical schools to increase the number of qualified applicants from groups currently underrepresented in medical education.

This book has provided students, pre-medical advisors, counselors, and others with up-to-date information and descriptions of programs at medical schools which are designed to provide opportunities for racial groups underrepresented in medical education. The narrative descriptions in MSOUSMS cover topic areas such as recruitment, admissions, academic aid pro-

grams, summer programs, and student financial assistance programs. In addition, statistical data depicting minority student enrollments, applicants, acceptances, and the number of students graduating on a school by school basis are provided.

In light of the bleak outlook for student assistance programs, federal cutbacks in support of special programs, tuition hikes, and other threatening statements such as the Report of the Graduate Medical Education National Advisory Committee (GMENAC) conclusions on the surplus of physicians by the 1990's, we hope that this information will be useful in helping minority students select the appropriate schools for application.

This publication should be of particular importance to minority students because it provides them with a means to reasonably assess and compare the many programs available to assist them. MSOUSMS offers the minority applicant to medical school a tool to assist him/her in making decisions concerning the schools to which to apply.

We hope that the extensive amount of work and expertise which the Editor, Mary Cureton, and other AAMC staff have provided in the development of this publication will again prove useful to both the minority applicants and to the professionals who advise them.

Dario O. Prieto
Director
Office of Minority Affairs
Division of Student Programs
AAMC

Information About Medical School Programs

**University of Alabama
School of Medicine**

Address inquiries to
Dr. Henry H. Hoffman
Director of Admissions
University of Alabama
School of Medicine
University Station
Birmingham, Alabama 35294
(205) 934-2330

Recruitment. Members of the medical school admissions staff participate in high school "career day" programs sponsored by the Health Careers Council of Alabama. Minority students interested in the study of medicine are identified, given literature, and offered counsel. As these students enter college, contact is maintained through their college advisors and visits to the various college campuses are made at least once each year by the Director of Admissions and, when possible, by one or more minority medical students. Through such visits, information is made available regarding requirements, the admissions process, the curriculum, and financial aid programs. Individual conferences are arranged, especially with junior level students; that is, those who will be ready to apply during the next application year.

Admissions. Though not specifically designated a subcommittee, members of the Admissions Committee, including the Director of Admissions, a University College administrator in student affairs (minority member), and a faculty committee member, review all minority applications. Particular emphasis is given to minority students who are residents of Alabama, and all students so designated are offered on-campus interviews. Additionally, area interviews are offered when possible and are frequently coordinated with the college visitation program.

In general, on-campus interviews are preferred both by the Admissions Committee and by the students. When this is not possible, every effort is made to solve individually the problems of interviewing, counseling, and advising an applicant by telephone or written correspondence.

Academic Aid Programs. Academic aid programs specifically designed for minority students are not currently being offered; an

orientation to facilitate "entry shock" is currently available. Since 1971, all incoming medical classes have matriculated in early July of each year. Because of this matriculation date, the summer period is not available for special emphasis programs. Individualized teaching and "help sessions" are provided on an informal basis as the need is identified. Faculty preceptors are appointed for such individualized teaching sessions. Study aids (taped lectures and visual aid packets) are available for students and tutorial sessions are scheduled with faculty preceptors on an individual basis. These tutorial sessions are available to all students upon request, or as the need is identified. Presently, a cadre of upperclassmen in good academic standing (who received a B or higher in a particular course) is provided for tutoring in that course. Compensation is made through a Health Careers Opportunity Program grant.

Student Financial Assistance. The University of Alabama waives application fees for disadvantaged students upon verification of need. The Robert R. Meyer Foundation Scholarship, based on merit, is available to assist an outstanding Black student.

The A.G. Gaston Loan Fund (shared with the School of Dentistry) is available to minority students with established financial need.

Other Pertinent Information. Since the University of Alabama is a state-supported institution, special attention is given by the Admissions Committee to those minority students who are residents of our state. Any student who leaves the state to attend college, but who is interested in making application for admission to the University of Alabama School of Medicine, is strongly urged to contact the Admissions Office for information or counsel.

**University of South Alabama
College of Medicine**

Address inquiries to
Dr. Clyde G. Huggins
Associate Dean
University of South Alabama
College of Medicine
Mobile, Alabama 36688
(205) 460-7176

Recruitment. Visitations are made to undergraduate college campuses, including predominantly Black colleges in Alabama, for the express purpose of advising the pre-professional students on various aspects of medical school application. Each interested student is interviewed and his academic record, background, and financial resources are explored. The Chairman of the Committee on Admissions is the principal figure in this process, except in predominantly Black colleges. In the latter case, one or two minority medical students go on the visit and actively participate in the process. As a developing College of Medicine, we have had neither the time nor personnel to recruit at the community and the high school levels and have concentrated on colleges.

Admissions. There is no separate minority admissions committee or subcommittee.

All applicants are evaluated on the same basis by the Committee on Admissions. The selection process takes into consideration the special characteristics of minority applicants and we sincerely recognize our responsibility in this regard.

Summer Programs. No summer reinforcement program is operative as yet.

Academic Aid Programs. Tutorial assistance and special help are readily available for all students with such needs. This tutelage is accomplished by students and faculty.

Student Financial Assistance. The University Office of Financial Aid handles all aid for the medical students. We waive fees when it can be demonstrated that they constitute a burden to students but we do not have funds for interview trips.

**University of Arizona
College of Medicine**

Address inquiries to
Dr. Andrew M. Goldner
Associate Dean
University of Arizona
Health Sciences Center
Tucson, Arizona 85724
(602) 626-6216

Recruitment. The University of Arizona Health Sciences Center actively recruits Arizona minority and rural applicants. The College of Medicine had a grant from the American Medical Student Association for the recruitment, counseling and retention of minority students. This grant terminated in August 1981 and the present activities in this area are being supported by the College of Medicine. The Minority Recruitment Project is being implemented by students and faculty of the College of Medicine who are committed to increasing the enrollment of minority medical students. The Project offers premedical guidance regarding interviewing, the New MCAT, and the medical school application process. It offers support systems, materials and counseling to those applicants who are admitted and hopes to develop socially relevant projects for both minority premed and medical students.

Admissions. There are no special commit-

tees or policies for minority admissions to the University of Arizona College of Medicine. The University's commitment to affirmative action serves the best interests of minority applicants to the College of Medicine. Each applicant is reviewed on the basis of his or her merits. All factors in the application are reviewed, including grade point average, MCAT scores, personal statement, letters of recommendation and interview reports.

Academic Aid Programs. A group of committed faculty and students have been identified to assist those who need additional academic aid. This grant also supplies supplemental materials, if necessary.

Student Financial Assistance. There are no separate funds specifically allocated for minority students. The College of Medicine attempts to assess each student's financial need, realistically, and to meet it.

Minority Applicants, Admissions, Matriculants and Enrollments for the Academic Years 1979 and 1980

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
1979-80												
Applied	79	44/35	61	3	2/1	67	2	1/1	0	0	0/0	0
Accepted	16	9/7	100	0	0/0	0	0	0/0	0	0	0/0	0
Matriculated	10	5/5	100	0	0/0	0	0	0/0	0	0	0/0	0
Enrolled												
First-Year	11	6/5	100	0	0/0	0	0	0/0	0	0	0/0	0
All Years	34	17/17	100	1	1/0	100	0	0/0	0	0	0/0	0
1980-81												
Applied	56	35/21	75	3	1/2	100	4	1/3	25	1	1/0	0
Accepted	12	10/2	100	0	0/0	0	0	0/0	0	0	0/0	0
Matriculated	9	8/1	100	0	0/0	0	0	0/0	0	0	0/0	0
Enrolled												
First-Year	10	8/2	100	0	0/0	0	0	0/0	0	0	0/0	0
All Years	35	23/12	100	1	1/0	100	0	0/0	0	1	1/0	0

— Indicates data not available

Minority Students Graduated for the Academic Years 1978 to 1981

Minority Group	1978-79	1979-80	1980-81	1981-82 (est.)
Black American	3	6	9	5
American Indian	—	—	—	1
Mexican American/Chicano	—	—	—	—
Mainland Puerto Rican	—	—	—	1

Minority Applicants, Admissions, Matriculants and Enrollments for the Academic Years 1979 and 1980

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
1979-80												
Applied	54	31/23	79	—	—	—	—	—	—	—	—	—
Accepted	1	1/0	100	—	—	—	—	—	—	—	—	—
Matriculated	1	1/0	100	—	—	—	—	—	—	—	—	—
Enrolled												
First-Year	3	3/0	—	0	0/0	0	0	0/0	0	0	0/0	0
All Years	6	4/2	—	0	0/0	0	0	0/0	0	1	0/1	—
1980-81												
Applied	52	35/17	71	—	—	—	—	—	—	—	—	—
Accepted	4	2/2	100	—	—	—	—	—	—	—	—	—
Matriculated	3	1/2	100	—	—	—	—	—	—	—	—	—
Enrolled												
First-Year	3	1/2	—	0	0/0	0	0	0/0	0	0	0/0	0
All Years	8	4/4	—	0	0/0	0	0	0/0	0	1	0/1	—

— Indicates data not available

Minority Students Graduated for the Academic Years 1978 to 1981

Minority Group	1978-79	1979-80	1980-81	1981-82 (est.)
Black American	0	1	1	1
American Indian	0	0	0	0
Mexican American/Chicano	0	0	0	0
Mainland Puerto Rican	0	0	0	1

**University of Arkansas for Medical Sciences
College of Medicine**

Address inquiries to
Bill E. Bauknight
Director
Office of Minority Student Affairs
University of Arkansas
College of Medicine
4301 West Markham, Slot 513
Little Rock, Arkansas 72205
(501) 661-5103

Recruitment. The Office of Minority Student Affairs (OMSA) at the University of Arkansas for Medical Sciences (UAMS) College of Medicine was established in 1976. The primary purpose of the Office is to assist in the early identification and recruitment of minority students for the UAMS College of Medicine. The OMSA conducts programs designed to identify, inform, motivate, and assist prospective candidates for medical school admission, especially among minority and disadvantaged students in the state.

In 1976, letters were sent to all junior and senior high school counselors over the state in an effort to solicit assistance and/or cooperation in the identification of young academically gifted minority and/or educationally disadvantaged students. When supplied with the names and addresses of such students, OMSA directly informed them of the many opportunities offered at the UAMS. As a result of this effort that began some three years ago, we are now communicating with hundreds of young, enthusiastic minority students.

The University of Arkansas for Medical Sciences' Office of Minority Student Affairs has one full-time recruiter in the high schools. This person visits high schools in selected areas of the state that have high concentrations of black and other minority students. Resources for reaching minority students include: counselor/teaching/principal recommendations, Health Career Occupations classes, science classes, National Merit semifinalists and finalists, Student Search Service of the College Board, school visitations, Arkansas Association of College Admissions Officers "College Day/Night" coordinated regionally throughout the state, and Governor's School for Gifted and Talented Students. These sources have provided an extensive and ever-expanding list of students who may be interested in medicine and other health careers for follow-up counseling by Office of Minority Student Affairs personnel.

In addition, there is a duly appointed

group, the Minority Recruitment and Retention Committee, consisting of faculty members, students and the Director and Assistant Director of the OMSA. The Director and Assistant Director, along with small groups of the committee members, visit all colleges and Universities over the state twice a year (fall and spring). During these visits, discussions are held with students who are curious about, definitely interested in, or actual applicants to medical school. Counseling and advice are offered regarding preparation and requirements. Once a student has become an applicant, every assistance is given him/her in processing the necessary forms through the entire admissions process. The availability of and procedures for application for financial assistance are dealt with in detail.

Admissions. The Admissions Committee is composed of fifteen (15) members appointed by the Board of Trustees of the University of Arkansas and selected from a list submitted by the Dean of the University of Arkansas College of Medicine. The Committee is subject to the approval of the Vice President of Health Sciences and the President of the University System. Six of the Committee members are on the faculty of the University of Arkansas College of Medicine; eight members are appointed from each of the four Congressional Districts, as established by Act 337 of 1971, and are apportioned on the basis of two members from each Congressional District; and one member is appointed from the State-at-large. All members of the Committee serve one year terms and may be reappointed for not more than three additional consecutive terms. All applicants are reviewed by this committee.

Academic Aid Programs. The progress of all students is carefully monitored, and when additional help is needed, it is made available on an individual basis. Each department has review and tutorial sessions available for any student.

The College of Medicine, in strengthening

ARKANSAS: University of Arkansas for Medical Sciences College of Medicine

its retention efforts, passed a new policy that, beginning with the academic year 1978-1979, students will be allowed two years to complete their first academic year. Students will receive an Incomplete (I) instead of an "F" in courses where their performance is at a less than passing level. In accordance with this policy, they will be allowed to come back the following year and take the courses in which they received the "I."

The Office of Educational Development is an instructional support agency at the UAMS that works directly with students to help them make the most of their educational experiences. The staff works with the students in areas of identifying learning styles, improving test-taking, managing time effectively, interpersonal relations, note-taking in lectures and from tests, and establishing efficient study habits.

Summer Programs. The Summer Orientation Program for entering freshmen consists of three separate Blocks, each with its own objectives—a two-week academic block, a six week work-study experience in a basic science research lab, and a second two-week academic block for a total program of ten weeks duration. Students are urged to participate in all three blocks. Any student who falls in the category of culturally, socially, or educationally disadvantaged can elect to participate in the final academic block.

The goal of the Summer Orientation Program is to provide opportunities for students to develop necessary academic skills

through work experience and study, and to familiarize themselves with the Medical College environment.

Counseling will be available for all students at any time during the summer by the Office of the Assistant Dean, the Minority Affairs Office, and/or the Office of Educational Development.

Students are welcome to visit the University of Arkansas for Medical Sciences campus any time of the year. However, each summer 25-30 high school and college students participate in a summer enrichment program. They stay on campus one week. During this week, we show them what medical school is really like; how to apply, how to improve study and test-taking skills, and assist them in hands-on experience in labs, hospitals, and clinics.

CONTACT: Mr. Joe Gaddy, Office of Minority Student Affairs, University of Arkansas for Medical Sciences, 4301 West Markham Street, Slot 513, Little Rock, AR 72205.

Student Financial Assistance. The medical school participates in the American Medical College Application Service, and under its certification of financial disadvantage, the \$5.00 UAMS application fee can be waived. Financial assistance is available to all students and is based on individual need. Need is determined in consideration of previous educational debts, parental resources, dependent siblings, retirement status, etc. In addition to the standard sources, there are other institutional funds administered on the same basis.

**University of California, Davis
School of Medicine**

Address inquiries to
Marge Beltran-Atencio
Director, Student
Support Services
Health Resources Development Program
Program Director
Office of Student Affairs
University of California, Davis
School of Medicine
Davis, California 95616
(916) 752-8119

Recruitment. The School of Medicine, University of California, Davis, has a commitment to increasing the opportunities in medical education for individuals from groups traditionally underrepresented in medicine, particularly disadvantaged and traditionally underrepresented ethnic minorities. This commitment has realized new vigor.

The recruitment efforts are provided through the Health Resources Development Program and are multi-faceted. Programs designed to accomplish this include: Targeted recruitment at the community college and university level that involved the development of a comprehensive program; recruitment visits throughout the State of California; "mini" health career conferences at the Medical School; joint recruitment activities with health career clubs throughout the State of California; Medical School faculty pre-med advisement program and a clinical experience program for undergraduate students from nine targeted community colleges and universities that includes a seminar series on health.

Staff, faculty, medical students, administrators and residents are involved in various aspects of the recruitment program. This involvement includes visits to campuses, counseling and advisement, academic support and clinical exposure and experience. Community groups and minority health professionals are also involved.

Admissions. The School of Medicine selects students for admission with a view to meeting the needs of the medical profession, of society, and of the school. Because we live in a pluralistic society, and the educational experience is enhanced by the interaction of students from various backgrounds, the School desires diversity in its student body. This is reflected in the School's commitment to expand opportunities in medical education for individuals from groups traditionally underrepresented in medicine and

to increase the number of physicians practicing in underserved areas. Therefore, the Admissions Committee, composed of individuals from a variety of cultural backgrounds and representative of a broad-spectrum of medical sciences, evaluates applicants in terms of all relevant factors. These include academic credentials, with due regard to possible effects of disadvantages experienced by the applicant during his/her education, such personal traits as character, motivation, capacity for work, experience in the health sciences, human services and/or the community, career objectives, and the ability of the individual to make a positive contribution to society, the profession, the discipline, and the school.

The Faculty has set certain published academic requirements and regulations which form the basis for the admissions process. The Admissions Committee is charged with the selection of a class of individuals to begin study each year. In the selection process the Committee seeks those applicants who have demonstrated, through achievement, academic potential for a life-time of directed and self-study. It also seeks those individuals who are cognizant of the physician's role and its demands, have demonstrated ability in effective interpersonal relations, are caring of the needs of society and its individual members, have leadership potential, and who show promise of serving the needs of the individuals in our pluralistic society. Since our society is composed of a diversity of groups, the physicians who serve these groups must represent a diverse spectrum of society. The Admissions Committee and the School of Medicine are acutely aware of this fact and actively seek individuals from a wide variety of backgrounds and interests who can share experiences and knowledge of diverse population groups and, in turn, better prepare themselves to serve individual patients who represent the widely divergent elements of our society. The discipline of medicine encompasses not

CALIFORNIA: University of California, Davis School of Medicine

only the direct delivery of health care but also those who, by their individual or collective innovation and creativity, advance our knowledge of health sciences through research in both the clinic and the laboratory.

The University of California, in compliance with Titles VI and VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972 (45 CFR 86), and Sections 503 and 504 of the Rehabilitation Act of 1973, does not discriminate on the basis of race, color, national origin, religion, sex, or handicap in any of its policies, procedures, or practices; nor does the University, in compliance with the Age Discrimination in Employment Act of 1967 and Section 402 of the Vietnam Era Veterans Readjustment Act of 1974, discriminate against any employees or applicants for employment on the basis of their age or because they are disabled veterans or veterans of the Vietnam era. This nondiscrimination policy covers admission, access, and treatment in University programs and activities, and application for the treatment in University employment.

Academic Aid Program. Minority students are provided with academic tutoring and counseling when necessary. Academic counseling is provided by the Health Resources Development Program staff, faculty advisors, other Student Affairs staff, and Associate Deans.

Tutoring is offered by peers, particularly in the first two years of Basic Science, who excel in the area to be tutored. Faculty members also offer tutorial assistance on an informal basis.

Academic assistance is offered by Study Skills personnel to aid students in such areas as test taking, time management and study habits for those students wishing such instruction.

Summer Programs. The University of California/Davis School of Medicine Health Resources Development Program (HRDP) offers a prematriculation summer program. The six-week summer program is available to all new minority and disadvantaged matriculants.

Instruction is given in Anatomy, Biochemistry and Physiology in an effort to simulate portions of the first year curriculum. Lectures on the health care system and clinical correlations in areas relevant to minority and disadvantaged populations are provided by distinguished guest speakers.

Tutoring and small group study sessions are provided as well as assistance in study and learning skills. A learning skills specialist is available to provide students with assistance in learning time management, test taking strategies and study techniques relevant to Medical School.

All courses will be taught by University of California faculty, and HRDP staff will be available for counseling. Financial Assistance is available for students' living expenses for the duration of the program.

The program is voluntary; however, students are strongly urged to attend. It is felt that this program will assist the students in the acclimation process and facilitate their transition to Medical School.

Student Financial Assistance. The School of Medicine will waive the application fee for disadvantaged students who qualify under the AMCAS waiver guidelines. If a waiver is not granted by AMCAS, a waiver request may be completed for this institution separately along with a letter from the Financial Aid Office of the undergraduate college and/or graduate school affirming the student's financial situation. Upon receipt of the application and letter, the fee is generally granted.

No specific financial help is available for interview trips.

Financial aid programs are administered through the School of Medicine Financial Aid Office and are provided on the basis of need. In addition to the usual federal, state, and national programs available to all medical students, the Medical School offers two types of scholarships. Regents Scholars are selected on the basis of academic excellence and involve a stipend of up to \$2700 per year. Chancellor's Graduate Fellowships are awarded to academically promising students from disadvantaged backgrounds and include a stipend of up to \$4200 per year.

**University of California, Irvine
California College of Medicine**

Address inquiries to
Maria Garcia McGarvin
Director of Admissions
Office of Admissions
Medical Student Affairs
California College of Medicine
University of California, Irvine
Irvine, California 92717
(714) 833-5388

Recruitment. The College of Medicine has demonstrated a strong commitment to identify and recruit applicants from minority backgrounds. Applicants are identified through the Med-MAR list and encouraged to submit applications for admission to UCI-CCM. Special contacts are made with premedical advisors and visits are made to high schools, colleges, and universities in California, in addition to making presentations and providing information at career fairs, premed club meetings, health professions conferences and other appropriate places. The Office of Admissions/Medical Student Affairs participates in local, state, and national conferences to discuss the College's efforts to attract and retain minority students. Also, a yearly minority and non-traditional student Premedical Awareness Conference is held at the College of Medicine in the spring and students interested in the health field are invited to attend. Applications are also encouraged from minority students who are not residents of California.

Admissions. The Admissions Committee reviews all applications for admission. Minority applicants are reviewed by the total Admissions Committee, which includes minority faculty, medical students, and community representatives. Minority applicants who are granted interviews are interviewed by members of the Admissions Committee. The factors emphasized in the selection of applicants are academic strength, community commitment, motivation, ability to relate to others, long range goals, and leadership qualities.

Academic Aid Programs. An ongoing Academic Monitoring Program beginning with enrollment is coordinated by the Office of Medical Student Affairs to identify students in academic difficulty early in their coursework and to ensure the availability of *all resources* before serious academic difficulties are encountered. Basic and Clinical Science Advisors are assigned to all students to provide academic advice through their

medical school years. A Peer Tutoring Program is available to all medical students to provide tutorial assistance in the basic and clinical sciences. The tutoring is provided by second and third year medical students. Study skills training and a National Board Review Course are also provided.

Summer Programs. The summer *Pre-Entry Program* is a rigorous, highly structured seven-week program which takes place the summer preceding the freshman year. This program provides study skills training and tutorial aid and has challenging, integrated basic science courses as its framework. All minority and socio-economically disadvantaged medical students accepted to the College of Medicine are strongly encouraged to attend the program. Room and board is provided to participants for the duration of the program.

The summer *Premedical Program* is a six-week program designed to acquaint minority and socio-economically disadvantaged premedical students with the skills and prerequisites necessary for entering medical school and with the realities of what it takes to be successful in a medical career. The academic component is geared to the enhancement of study-learning skills, test taking techniques, the study of several of the basic sciences including scientific and clinical topics in order to enhance the likelihood of being accepted to medical school. An individualized research experience under the guidance of a UCI-CCM faculty member is an added feature of the program. Workshops on admissions are conducted throughout the program to acquaint and prepare participants with application procedures, interviewing techniques, and medical school selection processes.

Student Financial Assistance. Financial assistance is available to all students based primarily on financial need. The College of Medicine participates in all publicly recognized financial aid programs. The aid programs consist of scholarships, grants and

CALIFORNIA: University of California, Irvine California College of Medicine

loans. Currently, 76% of the entering students receive aid of some type. In addition, the College of Medicine's Alumni Office has at its disposal, a limited amount of funds which may be used for emergency situations. The application fee may be waived for applicants who have been granted a fee waiver by AMCAS. There are no funds available for interview trips; however, interview reports from other medical schools may be submitted in place of an on-campus interview. Regional interviews may be scheduled in some areas.

Other Pertinent Information. The student development program is designed to provide proactive, programmatic experiences for medical students at different points during the process of medical education in order to enhance students' personal and professional development. Examples of programs include: workshops on stress management, interpersonal relations and career development; professional and peer counseling; student-faculty colloquia, and a variety of speakers series, student organization support and therapeutic recreational activities.

Minority Applicants, Admissions, Matriculants and Enrollments for the Academic Years 1979 and 1980

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
1979-80												
Applied	4	2/2	100	0	0/0	0	13	9/4	100	0	0/0	0
Accepted	0	0/0	0	0	0/0	0	7	6/1	100	0	0/0	0
Matriculated	0	0/0	0	0	0/0	0	6	5/1	100	0	0/0	0
Enrolled												
First-Year	0	0/0	0	0	0/0	0	6	5/1	—	0	0/0	0
All Years	1	1/0	—	3	2/1	—	13	10/3	100	1	1/0	0
1980-81												
Applied	4	2/2	75	3	2/1	100	13	8/5	100	1	1/0	100
Accepted	1	1/0	100	3	2/1	100	13	8/5	100	0	0/0	0
Matriculated	1	1/0	100	1	0/1	100	2	1/1	100	0	0/0	0
Enrolled												
First-Year	1	1/0	—	1	0/1	—	2	1/1	—	0	0/0	0
All Years	1	1/0	—	3	1/2	—	15	11/4	—	1	1/0	—

— Indicates data not available

Minority Students Graduated for the Academic Years 1978 to 1981

Minority Group	1978-79	1979-80	1980-81	1981-82 (est.)
Black American	1	1	0	0
American Indian	0	0	2	0
Mexican American/Chicano	5	0	4	2
Mainland Puerto Rican	0	0	0	1

Minority Applicants, Admissions, Matriculants and Enrollments for the Academic Years 1979 and 1980

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
1979-80												
Applied	23	18/5	100	0	0/0	0	3	2/1	100	—	—	—
Accepted	13	10/3	100	0	0/0	0	1	0/1	100	—	—	—
Matriculated	8	6/2	100	0	0/0	0	1	0/1	100	—	—	—
Enrolled												
First-Year	16	9/7	100	0	0/0	0	1	0/1	100	—	—	—
All Years	34	22/12	100	1	1/0	100	1	0/1	100	—	—	—
1980-81												
Applied	19	8/11	100	3	3/0	100	2	2/0	100	—	—	—
Accepted	10	6/4	100	1	1/0	100	0	0/0	0	—	—	—
Matriculated	9	6/3	100	1	1/0	100	0	0/0	0	—	—	—
Enrolled												
First-Year	15	12/3	100	1	1/0	100	0	0/0	0	—	—	—
All Years	37	24/13	100	3	2/1	100	2	1/1	100	—	—	—

— Indicates data not available

Minority Students Graduated for the Academic Years 1978 to 1981

Minority Group	1978-79	1979-80	1980-81	1981-82 (est.)
Black American	3	5	6	7
American Indian	1	0	0	1
Mexican American/Chicano	2	0	0	0
Mainland Puerto Rican	0	0	0	0

Minority Applicants, Admissions, Matriculants and Enrollments for the Academic Years 1979 and 1980

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
1979-80												
Applied	—	—	—	—	—	—	—	—	—	—	—	—
Accepted	—	—	—	—	—	—	—	—	—	—	—	—
Matriculated	—	—	—	—	—	—	—	—	—	—	—	—
Enrolled	—	—	—	—	—	—	—	—	—	—	—	—
First-Year	0	0/0	0	1	1/0	—	5	4/1	—	0	0/0	0
All Years	13	7/6	—	2	2/0	—	19	15/4	—	1	1/0	—
1980-81												
Applied	—	—	—	—	—	—	—	—	—	—	—	—
Accepted	—	—	—	—	—	—	—	—	—	—	—	—
Matriculated	—	—	—	—	—	—	—	—	—	—	—	—
Enrolled	—	—	—	—	—	—	—	—	—	—	—	—
First-Year	1	1/0	—	1	1/0	—	2	1/1	—	0	0/0	0
All Years	8	4/4	—	3	3/0	—	14	10/4	—	0	0/0	0

— Indicates data not available

Minority Students Graduated for the Academic Years 1978 to 1981

Minority Group	1978-79	1979-80	1980-81	1981-82 (est.)
Black American	5	8	4	2
American Indian	1	1	1	0
Mexican American/Chicano	7	6	3	3
Mainland Puerto Rican	0	1	0	1

**University of California, Los Angeles
UCLA School of Medicine**

Address inquiries to
Joe S. Reyes
Office of Special Education
University of California, Los Angeles
UCLA School of Medicine, Room 13-144C
Los Angeles, California 90024
(213) 825-3575

Recruitment. The UCLA School of Medicine is firmly committed to attracting and educating qualified disadvantaged students. Our interest in promoting quality and equality in medical education has led to the development of a continuum extending from the first student contact to graduation. Recruitment and retention are closely allied.

Faculty and medical students are actively engaged in various aspects of the recruitment process. They attend meetings throughout the country, being available to schools and individuals in the vicinity at the same time. Locally, they visit many colleges and high schools. We encourage campus visits and will arrange daily tours to acquaint prospective students with the facilities and, more importantly, current medical students. A student conference is held in the spring to encourage minority student consideration of opportunities in medicine, particularly at UCLA. Throughout the year, we welcome inquiries and invitations. UCLA's dual goal is the more equitable distribution of physicians in underrepresented groups and the more equitable delivery of health care services to underrepresented areas.

Admissions. The UCLA School of Medicine Admissions Committee is composed of subcommittees, one of which is devoted to the consideration of applicants with disadvantaged backgrounds. This subcommittee for admissions is comprised partly of minority faculty and medical students. This particular subcommittee makes recommendations for action to be taken on minority applicants, as well as other students with socioeconomic handicaps. Final decisions are made by the full Admissions Committee.

As does the full Admissions Committee, the subcommittee evaluates all applications on the basis of academic performance, Medical College Admissions Test scores, letters of recommendations, and personal comments. In addition, the subcommittee carefully considers those factors which might have affected the applicant's past academic record or future achievement. Course requirements are the same for all applicants. Special consideration is given to each appli-

cant's potential contribution to the University's goals and society's needs.

Academic Aid Programs. An ongoing program continuing from admission through graduation is coordinated by the Office of Special Education. The focus of this office is upon individual student performance in the medical curriculum. Attempts are made to identify, analyze, and solve educational difficulties as early as possible. Resources within the University, Medical School and individual departments are developed to relieve specific problems. Services offered include study skills consultation, counseling, review classes, tutoring, anxiety reduction, and a summer orientation program.

Summer Programs. The summer course, Prologue to Medicine, is for a four-week period preceding the freshman year. While it is open to all enrolled freshmen, enrollment is limited and selection is based on the degree of educational benefit to be derived. Prologue has been designed to help assimilate different educational backgrounds, and all accepted applicants with disadvantaged backgrounds are especially urged to consider participating in it. The course itself is a highly organized, interdisciplinary approach which lends itself well to the introduction of the major basic sciences of anatomy, physiology, biochemistry, and histology. Clinical material is introduced early, and serves to relate much of the basic science material. The faculty consists of members of the basic science and clinical departments, which enables students not only to sample various styles, but more importantly, to know some of their professors before fall quarter. Subject matter, per se, is secondary to the organization of a learning behavior to cope with the new rigors of medical education. The pace, although slower at first, builds up to that which is to be encountered when medical school actually begins in the fall. The aim is to make the experience as realistic as possible, permitting the students and faculty to anticipate possible trouble spots and work toward early solution.

CALIFORNIA: University of California, Los Angeles UCLA School of Medicine

The objective of this multi-faceted educational program is the maximum retention of our carefully selected students. Our belief is that the best recruitment is a good retention.

Student Financial Assistance. An application fee of \$20.00 is requested when an applicant has been granted an interview by the UCLA School of Medicine Admissions Committee. We will consider waiving this fee should the applicant so request at the time of the interview. However, we waive our fee only if the applicant so requests and has been granted a fee waiver by the American Medical College Application Service.

We provide assistance toward meeting the financial needs of our culturally and economically disadvantaged students from University funds which have been authorized to support students in the School of Medicine and private scholarship and loan money from a variety of sources. The financial needs for living and medical school as evaluated from the scholarship-loan forms can be met in several ways through a combination of scholarships and loans. The situation is similar in subsequent years, but may require a slightly larger proportion of the financial aid as loans.

**Charles R. Drew Postgraduate Medical School
Drew/UCLA Medical Program**

Address inquiries to
Dr. Daniel J. Wooten
Associate Dean for Student Affairs
Charles R. Drew Postgraduate Medical School
1621 E. 120th Street
Los Angeles, California 90059
(213) 603-3172

Recruitment. The Drew/UCLA Medical Education Program was initiated by the joint approval of the Regents of the University of California and the Board of Directors of the Charles R. Drew Postgraduate Medical School in 1978. The charter class* entered Drew/UCLA as candidates for the M.D. degree in 1981. The Drew/UCLA program is especially designed to attract and retain those students who have an interest in addressing the concerns of urban and rural underserved populations and who are prepared to do so with competence and compassion. Drew faculty engage in a variety of recruiting activities around the state and throughout the country; attending meetings, conferences, etc. The Drew Area Health Education Center sponsors several programs in local high schools, focusing on the health professions.

Admissions. The Admissions Committee is composed of Drew/UCLA faculty members. Each applicant invited to campus is interviewed individually by two faculty members. In addition to evaluating each applicant in the areas of past academic performance, Medical College Admission Test (MCAT) scores, and specified premedical course work, each faculty interviewer looks at the applicants' life history, probing such factors as achievement in the face of adversity, leadership roles, humanitarian commitment, and personal integrity. The information generated during the interviews, and the other application materials are then considered by the full Admissions Committee membership.

Academic Aid Programs. An ongoing program continuing from admission through graduation is coordinated by the Associate Dean for Student Affairs Office at Drew, and the UCLA Office of Student

Affairs. Each entering medical student is assigned a Drew faculty advisor who maintains regular contact with the student to assist in solving problems. Services available to students include study skills consultation, academic and personal counseling, review classes, tutoring, stress/anxiety reduction, and a summer orientation program.

Summer Programs. The Drew summer program, Pre-Matriculant Reinforcement in Medical Education (PRIME), is conducted during the six-week period preceding registration. This course is required of all freshmen. The objectives of the PRIME program are: to identify academic areas that need reinforcing to increase the level of readiness for medical school and satisfy this need; to acquaint the student with the campuses of the Drew/UCLA Medical Schools, and Los Angeles Southeast Health Services Region; and to identify and initiate personal well-being and support strategies.

Through a series of mini-courses, students are offered reinforcement in such areas as study and test-taking skills for anatomy, principals of problem solving, physiology, nutrition and well-being, and cultural diversity in medical training.

Student Financial Assistance. Students identified as having financial assistance needs, as evaluated from scholarship loan application forms, are provided assistance toward meeting those needs. This assistance is usually a combination of scholarship, grants, and loans. The percentage of the total need met by each of these sources may vary from year to year, based on the overall amount of funds available.

*Because the charter class enrolled in 1981, data for 1979-80 and 1980-81 are not available.

**University of California, San Diego
School of Medicine**

Address inquiries to
Dr. Percy J. Russell
Assistant Dean
University of California, San Diego
School of Medicine
Medical Teaching Facility (M-021)
La Jolla, California 92093
(714) 452-4170
or 452-4184

Recruitment. The recruitment of disadvantaged students extends from the high school through the undergraduate college level. At the high school senior level, disadvantaged students are encouraged to become science majors. At the undergraduate college level, information regarding courses and curricula favored by medical schools is presented.

Recruitment is conducted by medical students, faculty, and administrators who are themselves representatives of disadvantaged backgrounds. A variety of approaches go into these efforts. Conferences, seminars, and workshops are held on campus to inform and encourage students, counselors, and premedical advisors of current opportunities in medicine and health-related fields. Speakers are sent to schools with high disadvantaged student populations and high interest in health-related career goals. On campus, the Minority Recruitment Office of the medical school serves as a focal point for information pertinent to the health sciences in general, and the UCSD medical school in particular. In addition, we offer tutorial and preparatory classes for the Medical College Admissions Test.

Admissions. The Recruitment and Admissions Committee (RAC) screens all applications, selects applicants to invite for an interview, and interviews them. Within the RAC, there is a Special Admissions Subcommittee (SAS) whose membership consists of faculty from disadvantaged and other backgrounds and two students with voting privileges. This subcommittee is devoted to the consideration of applicants with disadvantaged backgrounds. This Committee makes its recommendations on disadvantaged students to the Admissions Committee which in turn makes decisions on all students.

Academic Aid Programs. After matriculation to UCSD School of Medicine, ongoing tutorial services are available to everyone, and the use of these services is encouraged. Tutorial services in various basic sci-

ence areas are performed by professionals, such as post-doctoral fellows, who are intimately familiar with the lecture material. Special student guides and study programs have been developed for tutorial services. The services are individualized to meet specific needs. The students also have access to a learning resources expert who can analyze and treat learning problems.

Summer Programs. The University of California, San Diego School of Medicine offers a Summer Program for minority and disadvantaged students who have been accepted into a medical school for the fall quarter. The course, which has been developed over a period of years, covers areas most challenging for first-year medical students. The program serves to acquaint the incoming student with the rigors of the medical school curricula to ensure academic success during the regular school term. Emphasis will be placed on medical physiology and pharmacology, as our experience has shown these areas to be the most difficult for first-year medical students and also the areas in which students are least likely to have had preparatory courses as undergraduates.

The Summer Program has been designed by the UC San Diego tutorial director. It is limited to twenty-five applicants who have been selected because of their need for additional training, or who have been enrolled with an admissions variance. A stipend is awarded to each participant. Although the course is highly structured, students have the opportunity to orient themselves to the medical school environment and the San Diego Community before regular classes commence.

There are two mechanisms for applying to the Summer Program. One is referral by the accepting medical school of minority students who would profit from this experience. The other is direct application from minority students desiring this additional exposure prior to matriculation. Interested applicants must submit a copy of their AMCAS application and verification of ac-

CALIFORNIA: University of California, San Diego School of Medicine

ceptance to medical school. No additional information is required. Applications are accepted as soon as verification of acceptance by a medical school can be established. The deadline for applications is May 1. Final selection is made by May 15.

Student Financial Assistance. Application fees may be waived for disadvantaged students when requested in writing. When numbers are sufficient, regional interviews can also be arranged.

Financial aid is awarded to students on the basis of demonstrated need. Intensive efforts are made to provide ample support for individuals from groups traditionally underrepresented in medicine.

Other Pertinent Information. More than one-third of the coursework is elective and selected by the student. In addition, the clinical clerkships may be in other areas of the country and can serve as a means to learn about internship opportunities.

Minority Applicants, Admissions, Matriculants and Enrollments for the Academic Years 1979 and 1980

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
1979-80												
Applied	170	100/70	—	37	27/10	—	157	120/37	—	11	9/2	—
Accepted	19	13/6	99	5	3/2	100	32	28/4	100	—	—	—
Matriculated	7	4/3	99	1	1/0	100	13	12/1	100	0	0/0	0
Enrolled												
First-Year	8	6/2	99	1	1/0	100	17	14/3	100	1	0/1	100
All Years	28	17/11	99	3	2/1	100	55	41/14	100	2	1/1	100
1980-81												
Applied	204	109/95	—	21	18/3	—	153	110/43	—	15	11/4	—
Accepted	18	11/7	99	1	1/0	100	37	28/9	100	0	0/0	0
Matriculated	3	2/1	99	0	0/0	0	13	9/4	100	0	0/0	0
Enrolled												
First-Year	5	3/2	99	0	0/0	0	13	9/4	100	0	0/0	0
All Years	25	17/8	99	2	2/0	100	60	45/15	100	2	1/1	100

— Indicates data not available

Minority Students Graduated for the Academic Years 1978 to 1981

Minority Group	1978-79	1979-80	1980-81	1981-82 (est.)
Black American	7	7	8	3
American Indian	1	1	0	1
Mexican American/Chicano	14	8	18	10
Mainland Puerto Rican	0	0	1	0

**Minority Applicants, Admissions, Matriculants and
Enrollments for the Academic Years 1979 and 1980**

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
1979-80												
Applied	—	—	—	—	—	—	—	—	—	—	—	—
Accepted	—	—	—	—	—	—	—	—	—	—	—	—
Matriculated	—	—	—	—	—	—	—	—	—	—	—	—
Enrolled	—	—	—	—	—	—	—	—	—	—	—	—
First-Year	10	5/5	—	0	0/0	0	14	9/5	—	0	0/0	0
All Years	36	20/16	—	0	0/0	0	49	33/16	—	0	0/0	0
1980-81												
Applied	—	—	—	—	—	—	—	—	—	—	—	—
Accepted	—	—	—	—	—	—	—	—	—	—	—	—
Matriculated	—	—	—	—	—	—	—	—	—	—	—	—
Enrolled	—	—	—	—	—	—	—	—	—	—	—	—
First-Year	9	4/5	—	0	0/0	0	12	10/2	—	0	0/0	0
All Years	40	22/18	—	0	0/0	0	32	28/4	—	1	0/1	—

— Indicates data not available

Minority Applicants, Admissions, Matriculants and Enrollments for the Academic Years 1979 and 1980

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
1979-80												
Applied	171	103/68	—	32	23/9	—	146	112/34	—	8	5/3	—
Accepted	23	13/10	—	4	1/3	—	16	12/4	—	0	0/0	0
Matriculated	7	5/2	—	2	0/2	—	7	5/2	—	0	0/0	0
Enrolled												
First-Year	7	5/2	—	2	0/2	—	7	5/2	—	0	0/0	0
All Years	10	7/3	—	3	1/2	—	18	15/3	—	0	0/0	0
1980-81												
Applied	206	113/93	—	22	17/5	—	151	111/40	—	11	7/4	—
Accepted	22	12/10	—	2	2/0	—	21	19/2	—	0	0/0	0
Matriculated	10	4/6	—	2	2/0	—	9	7/2	—	0	0/0	0
Enrolled												
First-Year	11	5/6	—	2	2/0	—	7	6/1	—	0	0/0	0
All Years	20	11/9	—	5	3/2	—	22	18/4	—	0	0/0	0

— Indicates data not available

Minority Students Graduated for the Academic Years 1978 to 1981

Minority Group	1978-79	1979-80	1980-81	1981-82 (est.)
Black American	3	0	1	2
American Indian	1	0	0	1
Mexican American/Chicano	3	4	4	4
Mainland Puerto Rican	0	0	0	0

**University of California, San Francisco
School of Medicine**

Address inquiries to
Dr. Albert L. Jones
Associate Dean, Admissions or
Dr. Alan Goldfien
Associate Dean, Curricular Affairs or
Dr. H. Harrison Sadler
Associate Dean, Student Affairs
University of California, San Francisco
School of Medicine
San Francisco, California 94143
(415) 666-4044

Recruitment. Since the time of its establishment as a separate campus of the University, the San Francisco campus has been involved in efforts to promote equal access to health careers and services for minority and other disadvantaged individuals. These efforts have grown continuously and this institution has become a leader in the admission and graduation of minority and other disadvantaged students.

Faculty, administrative staff, and students of the School of Medicine participate in a variety of formal and informal recruitment activities, serving as speakers at pre-medical conferences; counseling prospective candidates and unsuccessful applicants; and cooperating with minority student organizations to assist underrepresented applicants who are interviewed at UCSF. In addition, the UCSF campus' Health Sciences Special Services Program (HSSSP) provides support to the School of Medicine in the development and implementation of formal recruitment programs designed (1) to seek, identify, and recruit potential health science students who are academically qualified but socio-economically disadvantaged, and (2) to inform and interest students about opportunities in the health sciences and assist applicants to achieve appropriate health science objectives.

The campus recruitment program includes regular visits to colleges and universities in the State of California, visits outside the state to selected summer programs for minority premedical students, and annual visits to the National Biomedical Research Symposium.

Further, the School of Medicine co-sponsors with the University of California, Santa Cruz (Oakes College) a project entitled "Career Development for Disadvantaged Students," which identifies, recruits, and prepares disadvantaged students for academic and professional careers in Health Sciences and provides academic support and counseling to educationally disadvantaged

students in the School of Medicine. It also sponsors a Health Careers Opportunity Program for high school students from the San Francisco Unified School District.

Admissions. The School of Medicine has a longstanding commitment to increasing the number of underrepresented racial/ethnic groups (Black American, Mexican-American, American Indian, and mainland Puerto Rican). In addition the medical school encourages applications from socio-economically disadvantaged persons, regardless of race or ethnic identity, and from women. Applicants requesting minority consideration are evaluated by a special panel of the Admissions Committee that has expertise in the assessment of socio-economically disadvantaged applicants.

Selection is based on an appraisal of both intellectual and personal characteristics which the Admissions Committee regards as desirable for prospective medical students and physicians. Each application is reviewed individually. An initial screening, based on all of the information provided in the AMCAS application (including extracurricular activities, statement, and academic record), occurs shortly after its receipt. Applicants granted further consideration are requested to provide letters of recommendation, which also play a significant role in the selection process. Completed files are evaluated and a limited number of applicants are selected for interview. Personal interviews are required of applicants who pass the second screening. Regional interviews are not available.

Successful applicants tend to have solid academic records; firm and clear motivation for medicine that is manifested in their work experience, activities, or interests; and outstanding personal qualities. Academic performance is evaluated in relation to background, with the aim of determining the influence of external factors on this parameter.

CALIFORNIA: University of California, San Francisco School of Medicine

Academic Aid Programs. Individual tutors are provided as necessary, both during the summer and in subsequent quarters. During the same periods, instruction in study skills is offered to those students who need and wish such instruction. On an individual basis, a few students who will benefit from a decelerated course, in which an additional year is taken to complete the basic sciences, are permitted to do so.

Summer Programs. A summer program is made available to all new matriculants (limited to 45 students) at the University of California, San Francisco. The program lasts for six weeks and instruction is given in gross anatomy and clinical correlations. The program is voluntary; however, students are

encouraged to attend since it is felt that a reduced academic load and a period of interaction at the medical center might facilitate their transition to medical school.

Student Financial Assistance. The most financially needy students among those eligible for the Health Sciences Special Services Program are awarded application fee waivers, as well as special HSSSP grants for those admitted to the school. In addition, a limited number of grants awarded on the basis of scholarship and/or need are available for entering students. General financial support is awarded through the Financial Aid Office. Aid packages consist of a combination of loans, grants-in-aid, and scholarships.

**Loma Linda University
School of Medicine**

Address inquiries to
Dr. William M. Hooker
Loma Linda University
School of Medicine
Loma Linda, California 92350
(714) 824-4466

Recruitment. The recruitment of disadvantaged students to the Loma Linda University School of Medicine is part of a commitment that extends throughout the school system sponsored by the Seventh-Day Adventist Church. High school level students are encouraged to pursue careers in science, and undergraduate college level students are notably oriented toward medical and paramedical fields. The School of Medicine sponsors a summer program for undergraduate juniors to bring them to the school and offers a mixed program of research, clinical clerkship exposure, gross anatomy, and neuroanatomy coursework and, a series of counseling and study skills workshops. This program utilizes minority faculty advisors and student tutors and because of the limited numbers is presently available for applicants from Oakwood College, a church sponsored college in Huntsville, Alabama primarily for black students. In addition, some members of the Admissions Committee regularly visit students at Oakwood College for recruitment purposes.

Admissions. Minority applicants are reviewed by the entire Admissions Committee and the Admissions Office staff. The committee includes student representation and minority faculty. Assessment of all applicants is based on the overall academic record, the pattern of academic performance, motivation, extracurricular activities, ability to relate to people, emotional stability and life styles that are in accordance with the standards and policies of the school.

Academic Aid Programs. All students matriculating at the Loma Linda University School of Medicine have tutoring and other academic aid services available. These services are provided by a qualified professional counseling center, selected faculty, graduate students and quite often by interested and competent students. These resources help provide support to the student feeling the need for assistance.

Summer Programs. The summer program for recruitment purposes has recently been expanded to include some of the accepted freshman class members who come from disadvantaged and minority backgrounds. This program consists of motivational and study skills, counseling and workshops, exposure to a research lab for part of the summer, an introductory course in Neuroanatomy and various clinical clerkships.

It is felt that the disadvantaged student is often one who does not have exposure to many of the clinical aspects of the program and so considerable emphasis is placed on orienting the student to the clinical clerkship experience.

Student Financial Assistance. Application fees may be waived for disadvantaged students when requested in writing. Interview travel is usually not necessary as members of the Admissions Committee regularly travel to college sites throughout the nation.

Financial support is available to students on the basis of demonstrated need. A variety of funds are available for disadvantaged and minority students.

**University of Southern California
School of Medicine**

Address inquiries to
Althea Alexander
Director, Office of Minority Affairs
University of Southern California
School of Medicine
2025 Zonal Avenue
Los Angeles, California 90033
(213) 224-7237

Recruitment. Consistent with the premise that the choice of career in the health professions requires early academic preparation and planning, the University of Southern California School of Medicine recruitment effort is multi-faceted and multi-leveled. Throughout the Med-Cor Program, which is concerned with identifying interested and talented high school and college students, an intensive program is conducted. The program consists of weekly science enrichment sessions throughout the school year. During the summer months, students work in health-related jobs in the Los Angeles County-University of Southern California Medical Center. At the undergraduate level, an active recruitment program is conducted through regular visits to local colleges and universities as well as liaison with pre-medical advisors and student organizations.

The Health Professional Preparation Program (HEPP) has two phases. The first is an eight-week summer studies schedule and the second is tutorial assistance that will extend over the freshman year. Throughout the entire time each student will have the opportunity to observe clinical medical practices at USC/LAC Medical Center. The summer is devoted to the study of biology, chemistry, mathematics and writing with the goal of preparing the students to enter regular college classes in September.

Admissions. The Committee on Admissions considers all qualified applicants.

Each applicant is assessed on the basis of his/her potential as a physician.

The director of the Office of Minority Affairs is a member of the Admission and Screening Committee.

All qualifying minority students are interviewed at the University of Southern California School of Medicine. Great care is taken to ensure that qualified students from disadvantaged backgrounds are accepted to USC.

There are eighteen members of the Admissions Committee and student representatives from second, third and fourth year sit on the Committee. Permanent members of the Committee include: Dean of Admissions, Chairman of Admissions, and the Director of the Office of Minority Affairs.

Academic Aid Programs. Throughout the academic year, tutoring services are provided for all students.

Complete advisement and retention activities are offered to all Medical School matriculants. This summer we will also be instituting a program for incoming freshmen that will give them a four week projection of the first year curriculum.

Student Financial Assistance. Limited monies are available for tuition through privately endowed scholarships. Students have access to several low interest loan funds.

**Stanford University
School of Medicine**

Address inquiries to:
Director of Admissions
Stanford University
School of Medicine
851 Welch Road, Suite 154
Palo Alto, California 94304
(415) 497-6861

Recruitment. The Stanford University Medical School sends faculty and students to a number of summer programs in which minority premedical students are enrolled. In addition, we have participated in career day programs throughout the country.

Yearly we send specially prepared brochures describing our program to a large number of minority students on the MedMAR list. Our students are encouraged to inform minority students at their own undergraduate colleges about our program.

Admissions. The Stanford University Medical School's minority admissions program was established in 1968 as a result of a policy approved and adopted by the Medical School's Faculty Senate. This policy statement was renewed in 1973 with increased goals for the representation of minorities in the Medical School. It was again reviewed in 1978, and the commitment of the School to the education of minorities was reconfirmed.

Applications are currently evaluated for interview by two members of the Admissions Panels which include Black, Chicano, Native American, and Puerto Rican faculty, staff, and medical students. Each application from a minority is reviewed by a member of the Minority Admissions Panel. Only completed applications are considered. A completed application consists of the AMCAS application form, supplementary information sheet, \$60.00 application fee (or fee waiver), and three letters of recommendation. Fee waivers are granted automatically to any applicant who has been approved for an AMCAS fee waiver. They will also be granted to any applicant who can provide a letter from the financial aid officer at his/her undergraduate institution stating that payment of the application fee would constitute a financial hardship. If the applicant applies to the Medical Scientist Training Program (MSTP), he/she must also complete that application before his/her application to the Medical School will be considered complete. Applications not completed by given deadlines are withdrawn from consideration.

Academic factors employed in evaluation are the applicant's GPA, new MCAT scores—interpreted in the light of the applicants opportunities and experiences. If the candidate's overall evaluation is strong, he/she is interviewed by two members of the Minority Admissions Panel. Through the interview, the Minority Admissions Panel also reviews personal factors which it considers are indicative of a high potential for innovative contributions in medicine. After these interviews, the Committee evaluates and votes on each applicant. Candidates are then ranked by the Committee, and letters of acceptance are sent on the basis of this ranking.

Academic Aid Programs. Through these multidisciplinary opportunities, Stanford tries to develop well-rounded physicians who are more than simply medically-skilled professionals. Stanford has a very flexible curriculum schedule; an academic program suitable to the individual student's interests can be developed. A student may spend as many as five or six academic years completing the M.D. degree. Tutorial assistance is available to all students, but it is the student's responsibility to request such help. Since 1968, 218 minority students have been admitted and five have been lost due to academic difficulties. It is hoped that students will make use of the flexible curriculum and of the on-campus location of the medical school to develop outside interests pertinent to their medical careers. It is possible for medical students to take concurrently academic work in other Schools of the University.

Summer Programs. Stanford has no special summer programs.

Student Financial Assistance. The need for financial aid is considered only after an applicant has been offered a place in our entering class. Scholarships and loans are awarded solely on the basis of verified financial need as determined from the Financial Aid Application completed by the student,

Minority Applicants, Admissions, Matriculants and Enrollments for the Academic Years 1979 and 1980

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
1979-80*												
Applied	222	—	—	33	—	—	160	—	—	16	—	—
Accepted	20	—	—	3	—	—	12	—	—	0	0/0	0
Matriculated	13	—	—	2	—	—	9	—	—	0	0/0	0
Enrolled												
First-Year	13	9/4	—	2	2/0	—	9	8/1	—	0	0/0	0
All Years	39	22/17	—	4	4/0	—	45	34/11	—	7	2/5	—
1980-81*												
Applied	216	—	—	22	—	—	145	—	—	15	—	—
Accepted	23	—	—	0	0/0	0	14	—	—	1	—	—
Matriculated	13	—	—	0	0/0	0	5	—	—	1	—	—
Enrolled												
First-Year	13	8/5	—	0	0/0	—	5	5/0	—	1	1/0	—
All Years	45	25/20	—	4	4/0	—	45	34/11	—	6	2/4	—

— Indicates data are not available

* Figures exclude students enrolled in UC-Berkeley/UCSF joint medical program.

Minority Students Graduated for the Academic Years 1978 to 1981

	1978-79	1979-80	1980-81	1981-82 (est.)
Black American	15	11	4	11
American Indian	0	0	1	0
Mexican American/Chicano	12	8	13	18
Mainland Puerto Rican	2	2	2	3

Minority Applicants, Admissions, Matriculants and Enrollments for the Academic Years 1979 and 1980

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
1979-80												
Applied	155	106/49	—	25	18/7	—	55	42/13	—	6	4/2	—
Accepted	—	—	—	—	—	—	—	—	—	—	—	—
Matriculated	—	—	—	—	—	—	—	—	—	—	—	—
Enrolled												
First-Year	4	3/1	—	2	1/1	—	4	4/0	—	0	0/0	0
All Years	13	9/4	—	3	2/1	—	7	7/0	—	0	0/0	0
1980-81												
Applied	132	49/83	—	11	9/2	—	33	23/10	—	13	—	—
Accepted	7	—	—	1	—	—	—	—	—	0	0/0	0
Matriculated	—	—	—	—	—	—	—	—	—	—	—	—
Enrolled												
First-Year	4	2/2	—	1	1/0	—	0	0/0	0	0	0/0	0
All Years	12	7/5	—	2	2/0	—	0	0/0	0	0	0/0	0

— Indicates data not available

Minority Students Graduated for the Academic Years 1978 to 1981

Minority Group	1978-79	1979-80	1980-81	1981-82 (est.)
Black American	5	9	3	3
American Indian	0	1	0	0
Mexican American/Chicano	2	2	1	2
Mainland Puerto Rican	0	0	1	0

Minority Applicants, Admissions, Matriculants and Enrollments for the Academic Years 1979 and 1980

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
1979-80												
Applied	159	—	—	22	—	—	136	—	—	—	—	—
Accepted	14	—	—	1	—	—	20	—	—	—	—	—
Matriculated	6	—	—	0	0/0	0	8	—	—	—	—	—
Enrolled												
First-Year	8	5/3	—	0	0/0	0	11	8/3	—	0	0/0	0
All Years	20	13/7	—	0	0/0	0	36	29/7	—	0	0/0	0
1980-81												
Applied	210	—	—	15	—	—	136	—	—	—	—	—
Accepted	16	—	—	1	—	—	16	—	—	—	—	—
Matriculated	4	—	—	0	0/0	0	6	—	—	—	—	—
Enrolled												
First-Year	5	3/2	—	0	0/0	0	7	5/2	—	0	0/0	0
All Years	21	14/7	—	0	0/0	0	26	22/4	—	0	0/0	0

— Indicates data not available

Minority Students Graduated for the Academic Years 1978 to 1981

Minority Group	1978-79	1979-80	1980-81	1981-82 (est.)
Black American	9	3	5	3
American Indian	2	0	0	0
Mexican American/Chicano	13	8	8	6
Mainland Puerto Rican	1	0	0	0

CALIFORNIA: Stanford University School of Medicine

his/her spouse, and parents. No funds are awarded by the school on the basis of academic performance.

Each student eligible for financial aid is required to borrow a sum of money (called the "unit loan") in order to become eligible to receive needed scholarship aid. As a consequence of this "unit loan" policy, greater financial need does not necessarily result in the acquisition of a larger debt.

Other Pertinent Information. The Stanford University Medical School provides an environment where the individual is judged on intellectual and academic merits. Stanford does not wish to mold its students into a specific kind of professional person; instead the aim is to help students achieve and sharpen their own unique professional capabilities and interests. However, because of our commitment to seeing increased representation of minorities on medical school faculties in the future, special efforts

are made to increase the awareness of our students of the desirability of aspiring to a career in academic medicine. Our Admissions Committee is encouraged to recruit outstanding minority applicants with a potential for leadership in medicine and to identify those with promise for an eventual academic career.

The Stanford medical community is located on campus and the student has an opportunity to interface with other disciplines. Medical students have clerkships available to them at the Santa Clara Valley Medical Center, the Veterans Administration Hospital, and the Children's Hospital, as well as at the Stanford University Hospital, giving a total of approximately 2,300 beds. They also have an opportunity to gain experience in primary health care at clinics such as the Drew Clinic and the Alviso Clinic, which mainly serve Black and Chicano populations.

Recruitment. The University of Colorado Health Sciences Center's (UCHSC) Office of Minority Student Affairs (OMSA) is a centerwide office servicing UCHSC's School of Medicine as well as the other programs and schools at the Health Sciences Center.

The Office of Minority Student Affairs has been in existence since March 1969. The Office was established to rectify the woefully inadequate and disproportionate number of minority students admitted to health science programs. The OMSA has three basic objectives: 1) to discover, motivate, develop, and sustain the interest of secondary and post-secondary minority and disadvantaged students in a health/science career; 2) to increase the number of qualified minority students admitted to the University of Colorado Health Sciences Center programs; and 3) to provide optimal conditions for these students to complete their training. To this end the staff of the OMSA visits a significant number of junior and senior high schools in the State of Colorado on a regular ongoing basis. Further, through the Statewide Educational Activities for Rural Colorado Health (SEARCH) Program a senior high school course entitled, "Exploration In Health Careers" is offered to students throughout the state to stimulate interest in pursuing health careers. In addition, the OMSA in conjunction with the Denver public school system, coordinates an Adopt-A-School Program. The exercise seeks to motivate minority junior high school students to seek out and pursue health careers by providing meaningful hands-on experiences at the Health Sciences Center.

The staff of the OMSA visits the 26, two and four year academic institutions in Colorado regularly during the school year. These recruitment efforts take the form of field visitations, class presentations, and career day activities. OMSA staff are accompanied by minority medical students and in some instances faculty representatives.

Admissions. The admissions committee is composed of some 20 basic science, clinician, and community practitioners. The faculty members have a variety of educational, cultural, and professional backgrounds. The committee is chaired by the Associate Dean of Admissions, School of Medicine. There are 117-125 students admitted to UCHSC's School of Medicine each year. There is a strong commitment to admit and graduate ethnic minority and disadvantaged students. To this end a significant portion of each matriculating class is comprised of minority students.

With respect to the criteria, both cognitive and non-cognitive factors are considered relative to the admissions process. Specifically, criteria such as overall GPA, science GPA, senior year GPA, MCAT scores, ethnicity, medically related work experience, and two personal interviews are quantified and integrated into a formula with a resultant score that in large part determines an applicant's suitability for medical school at the Health Sciences Center. There is flexibility in the process in that the students, both minority and non-minority alike, with the highest scores are not necessarily the individuals who ultimately matriculate into UCHSC's School of Medicine.

Academic Aid Programs. The OMSA has a full-time staff component for retention. The Support Services Coordinator is responsible for assisting medical students in a variety of areas including: learning assistance, study skills, test-taking anxiety, note-taking, refining oral and written communication skills, and advocacy. In addition, the aforementioned individual, along with OMSA counselors, assists students with personal, academic, and financial concerns.

The previously mentioned services are available to all medical students. However, the focus is on minority and disadvantaged students. More specifically, tutorial

programs (group and individual); student advocacy, including the extended curriculum program (three years to complete the traditional two-year basic science curriculum), and liaison for minority students with faculty and administration; and National Board review and preparation sessions have been designed for the express purpose of providing academic reinforcement and support for minority medical students.

Summer Programs. The UCHSC School of Medicine offers an eight week summer course for matriculating UCHSC minority medical students. The course, entitled "Introduction to Medical Science," is an intensive exercise that covers a variety of subjects including the following: study skills (including medical terminology), review of chemistry, biochemistry, biophysics and genetics, embryology, neuroanatomy, gross anatomy, and physiology. The course is designed to significantly increase the level of preparation for those minority students who are considered to be lacking at the undergraduate level. In addition, the summer course is instrumental in helping these individuals adapt to the rigors of a medical school curriculum.

The OMSA, in conjunction with the Association of University Programs In Health Administration (AUPHA), conducts an eleven week summer internship. The experience pays minority college students a stipend and places them in a variety of health care settings. The objectives of the program are: 1) to motivate

minority group college students to identify health care administration as a realistic career objective; 2) provide meaningful experiences and assistance which will encourage these students to actively pursue and enter the field; 3) stimulate awareness of and interest in middle management positions—still another area of critical need which has not been met; and 4) encourage student investigation and entrance into other health careers. A significant number of students who have participated in this program have matriculated and graduated from UCHSC's School of Medicine since the AUPHA program's inception during the summer of 1972.

The contact point for the aforementioned programs is the University of Colorado Health Sciences Center, Office of Minority Student Affairs, B176, 4200 East 9th Avenue, Denver, Colorado 80262, Phone: 303-394-8558.

Student Financial Assistance. In addition to the traditional financial aid resources the SACHS Foundation in Colorado Springs, Colorado for black state residents, and the League of United Latin American Citizens (LULAC) Foundation for Hispanic students provide loan and grant assistance to minority students. Further, the OMSA administers an emergency loan fund for matriculating UCHSC minority medical students. Students may borrow money, interest free, from this fund for a specified period of time.

**University of Connecticut
School of Medicine**

Address inquiries to
Keat Sanford
Director of Admissions
The University of Connecticut
School of Medicine
P.O. Box G
Farmington, Connecticut 06032
(203) 674-2152

Recruitment. The University of Connecticut School of Medicine actively recruits minority group and disadvantaged applicants. Visits to area institutions, attendance at recruitment programs and use of community resources are some of the methods used to interest qualified applicants in our programs. Our own students are actively encouraged to participate in the recruitment program.

Admissions. Candidates for admission receive a thorough and sensitive review and are selected on a competitive basis. All applicants from minority group and disadvantaged backgrounds are reviewed early in the admissions process.

Academic Aid Programs. A tutorial program subsidized by the Dean's office is available. A special self-help program operated by the UCONN SNMA chapter is in operation.

Summer Programs. The undergraduate college, in conjunction with the medical and dental schools, offers a "Health Science Cluster Program" to Connecticut high school students. The program is designed to introduce these students to the health sciences as a career alternative. Basic skills are upgraded through formal coursework and individual counseling.

Student Financial Assistance. The application fee of \$25.00 may be waived. The financial aid program available for all students has, in the past, been able to meet approximately 100% of estimated financial need. Financial aid packages typically consist of scholarships, tuition remissions, and loans.

Other Pertinent Information. The University of Connecticut is a small institution, 80 per class, where the student does not get lost in the institutional shuffle. A growing counseling and adult development program is available to all students. A student based tutorial program is also available.

**Yale University
School of Medicine**

Address inquiries to
Dr. Thomas L. Lentz
Assistant Dean for Admissions
Yale University
School of Medicine
L207 SHM
333 Cedar Street
New Haven, Connecticut 06510
(203) 432-4580

Recruitment. Because the Yale University School of Medicine receives a substantial number of minority group applications, a specific and separate minority student recruitment effort is not carried out. Instead, minority recruitment is carried out in the context of total recruitment efforts. Qualified members of all minority groups are encouraged to apply. The Chairman of the Committee on Admissions, other faculty members, and students periodically visit colleges and universities or attend minority conferences to talk to minority students and inform them about our school.

Admissions. Minority applications are considered by the same general procedures as all applications and within the context of the larger Admissions Committee activities. There are three minority faculty members on the Admissions Committee, and two to three other minority faculty members are involved in interviewing applicants. The minority interviewers and Admissions Committee constitute an informal subcommittee which advises the full committee on minority issues. At least one of a minority applicant's interviews is with a minority member of the committee. Minority applicants are invited to meet with and have lunch with minority students.

Academic Aid Programs. Any student who has difficulty or wishes assistance during the first year of medical school, or at any time thereafter, can receive tutorial assistance from a faculty member. The Yale Program of Medical Education offers the student considerable freedom for individual

curriculum planning according to the ability and interests of the student. The student is encouraged to advance at his or her own pace. Grades are not given and rank order not established at Yale. Evaluation of achievement is based primarily on the intimate acquaintances of faculty members with each student and their appraisal of the student's progress. In addition, other options may be used for evaluation, including seminars, term papers, or oral or written examinations.

Summer Programs. There is no academic reinforcement program during the summer prior to matriculation at Yale.

Student Financial Assistance. The application fee is generally waived if requested by the student's present financial aid officer. Financial assistance is not available for interview trips, but if the applicant lives a long distance from Yale, we will make arrangements to have the interview conducted in his/her area. All students are eligible for financial assistance while in medical school according to need. The Graduate and Professional School Financial Aid Service (GAPSFAS) is used to establish financial need. The total budget, including tuition, room, board, and all other expenses, for a single student in 1979-80 is \$11,500. Aid is based on the difference between this budget and the GAPSFAS determination of parents and student expected contribution. The first \$6,000 of needed assistance is given in the form of loans and above that amount is given in the form of scholarships.

**Minority Applicants, Admissions, Matriculants and
Enrollments for the Academic Years 1979 and 1980**

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
1979-80												
Applied	282	170/112	—	47	35/12	—	190	147/43	—	22	16/6	—
Accepted	32	24/8	—	3	2/1	—	23	18/5	—	0	0/0	0
Matriculated	7	5/2	—	1	1/0	—	13	10/3	—	0	0/0	0
Enrolled												
First-Year	7	5/2	—	1	1/0	—	13	10/3	—	0	0/0	0
All Years	33	19/14	—	7	6/1	—	27	18/9	—	0	0/0	0
1980-81												
Applied	322	181/141	—	38	28/10	—	186	132/54	—	22	11/11	—
Accepted	23	10/13	—	3	2/1	—	19	14/5	—	1	0/1	—
Matriculated	6	2/4	—	2	1/1	—	13	10/3	—	1	0/1	—
Enrolled												
First-Year	6	2/4	—	2	1/1	—	13	10/3	—	1	0/1	0
All Years	34	18/16	—	5	4/1	—	46	33/13	—	2	1/1	0

— Indicates data not available

**Minority Students Graduated for the
Academic Years 1978 to 1981**

Minority Group	1978-79	1979-80	1980-81	1981-82 (est.)
Black American	8	5	5	11
American Indian	1	3	2	1
Mexican American/Chicano	6	6	13	10
Mainland Puerto Rican	0	0	0	0

Minority Applicants, Admissions, Matriculants and Enrollments for the Academic Years 1979 and 1980

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
1979-80												
Applied	11	6/5	100	12	8/4	8	38	26/12	63	0	0/0	0
Accepted	2	1/1	100	1	1/0	100	15	9/6	100	0	0/0	0
Matriculated	2	1/1	100	1	1/0	100	15	9/6	100	0	0/0	0
Enrolled												
First-Year	2	1/1	100	2	2/0	50	16	10/6	100	0	0/0	0
All Years	17	11/6	100	11	7/4	9	54	37/17	100	0	0/0	0
1980-81												
Applied	10	4/6	100	9	5/4	1	16	9/7	100	0	0/0	0
Accepted	2	1/1	100	1	0/1	0	9	5/4	100	0	0/0	0
Matriculated	1	0/1	100	0	0/0	0	8	4/4	100	0	0/0	0
Enrolled												
First-Year	4	1/3	—	3	2/1	67	15	6/9	100	0	0/0	0
All Years	13	7/6	—	10	5/5	50	50	33/17	100	0	0/0	0

— Indicates data not available

Minority Students Graduated for the Academic Years 1978 to 1981

Minority Group	1978-79	1979-80	1980-81	1981-82 (est.)
Black American	4	4	6	2
American Indian	2	2	4	1
Mexican American/Chicano	11	12	13	9
Mainland Puerto Rican	0	0	0	0

Minority Applicants, Admissions, Matriculants and Enrollments for the Academic Years 1979 and 1980

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
1979-80												
Applied	78	—	—	4	—	—	7	—	—	10	—	—
Accepted	5	—	—	0	0/0	0	0	0/0	0	1	1/0	—
Matriculated	4	3/1	100	0	0/0	0	0	0/0	0	1	1/0	100
Enrolled												
First-Year	5	3/2	100	0	0/0	0	0	0/0	0	1	1/0	100
All Years	14	9/5	14	0	0/0	0	0	0/0	0	4	2/2	75
1980-81												
Applied	83	—	—	5	—	—	5	—	—	10	—	—
Accepted	5	—	—	0	0/0	0	0	0/0	0	1	—	—
Matriculated	2	2/0	50	0	0/0	0	0	0/0	0	3	2/1	100
Enrolled												
First-Year	4	3/1	75	0	0/0	0	0	0/0	0	3	2/1	100
All Years	13	8/5	77	0	0/0	0	0	0/0	0	6	3/3	83

— Indicates data not available

Minority Students Graduated for the Academic Years 1978 to 1981

Minority Group	1978-79	1979-80	1980-81	1981-82 (est.)
Black American	2	2	4	2
American Indian	0	0	0	0
Mexican American/Chicano	0	0	0	0
Mainland Puerto Rican	0	0	1	2

**Georgetown University, Washington, D.C.
School of Medicine**

Address inquiries to
Dr. Arthur Hoyte
Director
Office of Programs for Student
Development and Community Affairs
Georgetown University
School of Medicine
3900 Reservoir Road, N.W.
Washington, D.C. 20007
(202) 625-2519

Recruitment. Active recruitment efforts are primarily focused on underrepresented minority students who attend colleges throughout the Washington Metropolitan Area. In addition, recruitment visits are made to several summer academic enrichment programs. (The School of Medicine also sponsors other academic enrichment activities throughout the year primarily, but not only for underrepresented minority secondary and post-secondary *in or from* the Washington Metropolitan Area). Inquiries pertaining to the Georgetown/D.C. Health Careers Program should be directed to: Ernest Middleton, Ph.D., 2233 Wisconsin Avenue, N.W., Room 535, Washington, D.C. 20007, phone: (202) 625-2026. Programs currently in operation (as of 10/81) are: 1) The Georgetown/D.C. Health Careers Program which is primarily for underrepresented minority junior and senior undergraduate and post baccalaureate students from the Washington Metropolitan Area. The contact person is: Ernest Middleton, Ph.D.; 2) The Georgetown Experimental Medical Studies Program (GEMS) is an experimental five-year program leading to the M.D. degree, designed primarily for underrepresented minority citizens attending schools in the Washington, D.C. Metropolitan Area. The majority of GEMS students have been selected from the Health Careers Program. The contact person is Joy P. Williams, Georgetown University

School of Medicine, Department of Community Medicine and Family Medicine, (202) 625-2519.

Admissions. A subcommittee of the Committee on Admissions does the initial screening of all applicants who indicate they wish minority consideration. There is minority representation on the subcommittee and its members are members of the Committee on Admissions. The full Committee renders all final decisions on applications.

Summer Programs. 1) The Georgetown Summer Academic Enrichment Program is primarily for underrepresented minority students who will matriculate in the Freshman year in the fall following the summer of participation. The contact person is Ernest Middleton, Ph.D. 2) The Academic Development for Health Careers Program is a summer program for minority high school students attending public, private, and parochial schools in the District of Columbia. Program participants are also involved in follow-up activities during the school year. The contact person is Joy Williams.

Student Financial Assistance. Application fees may be waived upon request and justification for financially disadvantaged applicants.

**The George Washington University
School of Medicine and Health Sciences**

Address inquiries to
Dr. Robert I. Keimowitz
Associate Dean for Student Affairs
and Admissions

The George Washington University
School of Medicine and Health Sciences
2300 Eye Street, N.W.
Washington, D.C. 20037
(202) 676-3758

Recruitment. Although there are no national recruiting drives, members of the Committee on Admissions have visited selected schools to discuss our program with minority students. An informal but ongoing program for District of Columbia high school students exists so that these students can work with various faculty members and gain experience and a first hand view of some aspects of modern medicine. Most of the students in the program are Black.

Admissions. The Committee on Admissions seeks a balanced but heterogeneous student body of gifted, humanly sensitive, mature individuals who will excel in the art as well as the science of medicine. Decisions are based on a multiplicity of factors in order to identify a diverse group of individuals best suited to our program of medical education.

There is no discrimination in the selection process because of race, sex, color, religion, or national or regional origin. The School of Medicine and its Committee on Admissions is committed to increasing numbers and proportions of students from ethnic, racial, and socioeconomic groups currently underrepresented in the field of medicine and to continue to seek out qualified applicants from the District of Columbia.

The Admissions Committee has developed an admissions brochure in lieu of the usual medical school catalogue in order to explicitly describe the selection process at this institution. This is sent to all applicants, but interested students are invited to write to the Office of Admissions for a copy of this brochure prior to application.

The Admissions Office suggests that you submit applications and all requested material as early as possible. In this way, the Committee has ample time to review your biographical data and personal comments, and evaluate non-cognitive factors such as your motivation, interest in medicine, and dedication. Your personal comments are an important element in our evaluation of your personal characteristics.

Academic Aid Programs. The Committee on Admissions' position has been to attempt to select only those applicants—minority or otherwise—who have demonstrated academic promise and commitment to complete the course of study successfully. Experience has shown that this policy, as well as the active participation of students and faculty alike, has kept the number of students who experience academic difficulties very low. In spite of limited institutional money, the school provides tutoring to students with academic problems.

Student Financial Assistance. Financial aid is awarded to students on the basis of need. This is the prime criterion for assistance. The school's financial aid funds are limited, but the services of the Financial Aid Office are available to assist accepted students to develop plans to meet their financial obligations.

The application fee is waived for disadvantaged students. The Admissions Committee will utilize regional (alumni) interviewers to avoid having disadvantaged applicants travel to the medical center from substantial distances.

Recruitment. The Howard University College of Medicine has established a permanent standing committee which addresses itself to the recruitment of minority students. Recruiting teams consisting of faculty and medical students travel to recruit students. Recruitment activities are coordinated by the Assistant Dean for Student Affairs and the staff of the Admissions Office. Efforts are made to achieve more effective communication between the College, premedical students, and their advisors. The College conducts fall, winter, and spring undergraduate premedical student recruitment efforts, including informal interview sessions in various geographic locations across the nation. This effort is aimed at identifying potential minority student applicants at an early stage in their college careers and at working to increase the representation of black and other disadvantaged students in the medical profession.

Another important facet of recruitment trips is the highlighting of Howard's special biomedical programs, e.g., early admission, the academic reinforcement program for admitted students, the M.D.-Ph.D. program, the Center for Sickle Cell Disease, and other related projects which may be of particular interest to minority applicants. The College of Medicine also sponsors a breakfast for premedical students which serves as an orientation to the medical school application process in general and includes an informal question and answer period devoted to the Howard University College of Medicine.

Summer recruitment activities include the Premedical Summer Institute. This project involves the identification of at least fifty premedical students who have completed the sophomore or junior year in an undergraduate college or university for academic and career counseling and preparation. It is a two-week intensive summer program for minority and disadvantaged students. Students selected are housed on the Howard University campus, and all activities are centered in the Howard University College of Medicine.

Although the recruitment activities have operated primarily at the undergraduate level, some of the efforts are aimed at the high school student. To this end, the College sponsors a Health Careers Program which provides a group of minority high school students an opportunity to participate in a program at the College. This program provides direct exposure to career opportunities in the health professions and with academic reinforcement.

In addition, conferences with college premedical advisors nationwide are offered by Howard University to discuss with them current trends in preprofessional education.

Since Howard University is historically and primarily a minority institution, it is obviously concerned with focusing attention on developing the premedical resources in minority group communities. The College of Medicine has a sincere commitment to identify, at the earliest stage of undergraduate training, the highly motivated and academically qualified minority student who has expressed an interest in pursuing a medical career.

Admissions. The primary mission of the College of Medicine is to train physicians to practice in medically underserved communities and facilities. Our admissions policies and procedures are in accord with this mission. The College has been historically and traditionally a predominantly black institution. The student body of the College is approximately 75% Afro-American, 15% foreign non-white, and 10% white.

Academic Aid Programs. The tutorial program for all basic sciences courses has existed at the Howard University College of Medicine since 1963. It has now been extended to the clinical courses in preparation for the second part of the National Board Medical Examinations. Tutorial sessions are held throughout the week in the early evening hours and on Saturday mornings.

Summer Programs. The Preliminary Academic Reinforcement Program for selected incoming medical freshmen was organized during 1971 and has continued each successive summer. In order to enhance the academic preparation of students, courses in basic skills such as advanced mathematics, reading proficiency, organization of study habits, and communication skills are presented. Course materials in the basic sciences of medicine are designed to fill conceptual gaps that might exist from previous training. Teaching occurs in small groups. This program is designed and implemented for students who have already been accepted into the College of Medicine.

The Directed Study Program, consists of organized reviews of the basic science subjects for medical students who obtained grades of U (unsatisfactory) during the regular school year in one or two subjects. Broad faculty participation in this program

occurs and departments assign coordinators and counselors to the tutors of the directed study courses.

Student Financial Assistance. Approximately 85% of the students enrolled in the College of Medicine receive some sort of financial assistance. During the school year 1980-81 approximately \$3.2 million was provided to students for financial aid. Financial aid awards are based on an analysis of each student's needs. This is accomplished with the assistance of the Graduate and Professional School Financial Aid Service (GAPSFAS) and the College of Medicine's Financial Aid Committee. The College attempts to insure that all its minority students have the financial resources to meet the costs of attendance.

Since a large number of our applicants are members of minority groups, we do not waive the application fee and do not provide financial assistance for interview travel.

Minority Applicants, Admissions, Matriculants and Enrollments for the Academic Years 1979 and 1980

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
1979-80												
Applied	103	—	—	3	—	—	21	—	—	21	—	—
Accepted	24	18/6	—	1	1/0	—	2	2/0	—	1	1/0	—
Matriculated	9	6/3	—	1	1/0	—	1	1/0	—	1	1/0	—
Enrolled												
First-Year	9	6/3	—	1	1/0	—	1	1/0	—	1	1/0	—
All Years	36	23/13	—	1	1/0	—	3	2/1	—	3	1/2	—
1980-81												
Applied	126	72/54	—	6	2/4	—	18	12/6	—	26	14/12	—
Accepted	23	10/13	—	2	1/1	—	1	1/0	—	2	2/0	—
Matriculated	10	3/7	—	0	0/0	0	1	1/0	—	1	1/0	—
Enrolled												
First-Year	10	3/7	—	0	0/0	0	1	1/0	—	1	1/0	—
All Years	34	16/18	—	1	1/0	—	3	2/1	—	4	2/2	—

— Indicates data not available

Minority Students Graduated for the Academic Years 1978 to 1981

Minority Group	1978-79	1979-80	1980-81	1981-82 (est.)
Black American	11	10	7	8
American Indian	0	0	0	0
Mexican American/Chicano	0	0	1	0
Mainland Puerto Rican	1	1	1	0

Minority Applicants, Admissions, Matriculants and Enrollments for the Academic Years 1979 and 1980

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
1979-80												
Applied	—	—	—	—	—	—	—	—	—	—	—	—
Accepted	—	—	—	—	—	—	—	—	—	—	—	—
Matriculated	—	—	—	—	—	—	—	—	—	—	—	—
Enrolled												
First-Year	14	5/9	—	0	0/0	0	1	1/0	—	0	0/0	0
All Years	32	13/19	—	1	1/0	—	1	1/0	—	1	1/0	—
1980-81												
Applied	—	—	—	—	—	—	—	—	—	—	—	—
Accepted	—	—	—	—	—	—	—	—	—	—	—	—
Matriculated	—	—	—	—	—	—	—	—	—	—	—	—
Enrolled												
First-Year	11	3/8	—	0	0/0	0	0	0/0	0	1	1/0	—
All Years	31	8/23	—	2	2/0	—	1	1/0	—	2	1/1	—

— Indicates data not available

Minority Students Graduated for the Academic Years 1978 to 1981

Minority Group	1978-79	1979-80	1980-81	1981-82 (est.)
Black American	8	8	2	8
American Indian	1	0	0	2
Mexican American/Chicano	0	0	0	0
Mainland Puerto Rican	0	0	0	1

Minority Applicants, Admissions, Matriculants and Enrollments for the Academic Years 1979 and 1980

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
1979-80												
Applied	362	193/169	11	28	20/8	—	60	44/16	—	27	15/12	—
Accepted	28	12/16	18	1	1/0	—	5	2/3	—	1	1/0	—
Matriculated	9	4/5	33	1	1/0	—	0	0/0	0	0	0/0	0
Enrolled												
First-Year	10	4/6	—	1	1/0	—	0	0/0	0	0	0/0	0
All Years	31	15/16	—	2	2/0	—	1	1/0	—	0	0/0	0
1980-81												
Applied	369	188/181	11	14	10/4	—	39	24/15	—	24	13/11	8
Accepted	26	8/18	8	1	1/0	—	1	1/0	—	1	1/0	—
Matriculated	6	2/4	17	0	0/0	0	0	0/0	0	1	1/0	—
Enrolled												
First-Year	7	2/5	—	0	0/0	0	0	0/0	0	1	1/0	—
All Years	28	12/16	—	2	2/0	—	1	1/0	—	1	1/0	—

— Indicates data not available

Minority Students Graduated for the Academic Years 1978 to 1981

Minority Group	1978-79	1979-80	1980-81	1981-82 (est.)
Black American	12	8	7	9
American Indian	—	—	—	1
Mexican American/Chicano	—	—	—	—
Mainland Puerto Rican	—	—	—	—

**University of Florida
College of Medicine**

Address inquiries to
Willie J. Sanders
Director of Minority Relations
University of Florida
College of Medicine
Box J-202, JHMH
Gainesville, Florida 32610
(904) 392-3015

Recruitment. The College of Medicine actively recruits minority undergraduates from the State of Florida and the Greater Southeast Region of the United States. Visits are made to undergraduate colleges, including several traditionally Black colleges. Our first and second-year students play an integral role by participating in recruitment visits, particularly on visitations to colleges of which they are alumni.

Once a year we have a "Teach-In," where high school and community college students from Florida are brought to the Health Center complex and introduced to various aspects of the health professions.

Admissions. We do not offer a separate minority admissions committee. Every effort is made to have minority students interviewed by minority members of the committee. Also every consideration is made to review students' MCAT and G.P.A. on a comparative basis with the MCAT and G.P.A. of other medical students who attended their undergraduate college or who are currently enrolled in the College of Medicine.

Selected students who participate in the Florida State University program on the

campuses of Florida State and Florida A & M in Tallahassee receive secure admission to year two at the University of Florida College of Medicine.

Academic Aid. Supportive Services are offered such as improving study and reading skills, note-taking, test-taking and anxiety reduction.

Summer Program. A summer workshop for new matriculants is sponsored annually by the College of Medicine's minority students. The workshop is funded by grants from the Office of the Dean and H.E.W. The workshop's objectives are: 1) to offer introductory courses in anatomy and biochemistry, 2) to develop study techniques, 3) to aid students in adjusting to the Health Center complex and to meet the other Black and minority students in their class, and 4) to prepare students to deal with a flexible curriculum in an effective manner.

Student Financial Assistance. Every effort is being made to meet every student's financial need through scholarships and loans.

**Minority Applicants, Admissions Matriculants and
Enrollments for the Academic Years 1979 and 1980**

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
1979-80												
Applied	232	—	—	—	—	—	—	—	—	—	—	—
Accepted	13	—	—	—	—	—	—	—	—	—	—	—
Matriculated	9	7/2	—	—	—	—	—	—	—	—	—	—
Enrolled												
First-Year	13	11/2	—	0	0/0	0	0	0/0	0	1	1/0	—
All Years	43	33/10	—	0	0/0	0	0	0/0	0	1	1/0	—
1980-81												
Applied	213	—	—	—	—	—	—	—	—	—	—	—
Accepted	15	—	—	—	—	—	—	—	—	—	—	—
Matriculated	12	9/3	—	—	—	—	—	—	—	—	—	—
Enrolled												
First-Year	12	9/3	—	0	0/0	0	0	0/0	0	0	0/0	0
All Years	39	29/10	—	0	0/0	0	0	0/0	0	1	1/0	—

— Indicates data not available

**Minority Students Graduated for the
Academic Years 1978 to 1981**

Minority Group	1978-79	1979-80	1980-81	1981-82 (est.)
Black American	14	11	8	10
American Indian	0	0	0	0
Mexican American/Chicano	0	0	0	0
Mainland Puerto Rican	0	0	0	0

**Florida State University
Program in Medical Sciences**

Address inquiries to
Robert H. Reeves
Director
Program in Medical Sciences
036 MON—Florida State University
Tallahassee, Florida 32306
(904) 644-1855

The Florida State University Program in Medical Sciences is an interinstitutional program in which medical students complete the preclinical sciences (except systemic pathology) at Florida State and Florida A and M Universities in Tallahassee,

and the clinical sciences at the University of Florida in Gainesville. Since the program is integrated with the baccalaureate curricula, selection of medical students is within the Florida State University and Florida A and M undergraduate student bodies only.

Minority Applicants, Admissions, Matriculants and Enrollments for the Academic Years 1979 and 1980

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
1979-80												
Applied	3	2/1	100	—	—	—	—	—	—	—	—	—
Accepted	2	1/1	100	—	—	—	—	—	—	—	—	—
Matriculated	2	1/1	100	—	—	—	—	—	—	—	—	—
Enrolled												
First-Year	—	—	—	—	—	—	—	—	—	—	—	—
All Years	—	—	—	—	—	—	—	—	—	—	—	—
1980-81												
Applied	4	3/1	—	—	—	—	—	—	—	—	—	—
Accepted	2	1/1	—	—	—	—	—	—	—	—	—	—
Matriculated	2	1/1	—	—	—	—	—	—	—	—	—	—
Enrolled												
First-Year	2	1/1	—	0	0/0	0	0	0/0	0	0	0/0	0
All Years	2	1/1	—	0	0/0	0	0	0/0	0	0	0/0	0

— Indicates data not available

**University of Miami
School of Medicine**

Address inquiries to
Dr. Robert L. Bragg
Associate Dean for Special Projects
University of Miami
School of Medicine
P.O. Box 016159
Miami, Florida 33101
(305) 325-6336

Recruitment. Students, faculty and members of the administration visit various college campuses in the Southeast to recruit students. In addition to this, the Associate Dean for Special Projects tries to visit the predominantly Black colleges and universities in the State of Florida to recruit Black students. These visits may occur on "career days" depending upon the convenience of the schools and the schedule of the Associate Dean for Special Projects. We attempt at these visits to have as many premedical and science major students present as possible along with faculty advisor, science teachers, etc., to discuss with the group the requirements for admission to medical schools, the planning of necessary courses prior to taking the MCAT.

Admissions. Each completed application is reviewed by a screening committee, all of the members of which are regularly members of the Admissions Committee. These screened applications in turn are reviewed by the members of the Admissions Committee. Any member of the Admissions Committee may bring up for discussion any applicant. The decisions to accept, place on the alternate list and to reject are then made by the members of the Admissions Committee. Members of various minority groups serve as regular members of the Admissions Committee of the School of Medicine. The committee receives advice on applicants from the Committee on Minority Affairs. Frequently, members of the Minority Affairs Committee interview various applicants to the School of Medicine.

Academic Aid Programs. We are currently offering a systematic program of tutorial work for enrolled minority students who might need assistance, and we have developed a system whereby these students are identified early in their first semester. A system of volunteer tutors from the faculty and student body has been established for one-to-one tutorial sessions with minority students currently enrolled. By recommendations from the indicated promotions committee, flexible curriculum schedules may be offered to a student.

Summer Programs. In July, 1977 the School of Medicine initiated a summer program to motivate high school and college students to pursue careers in the health sciences. This program allows the participants to gain a better understanding of the requirements in the various health science careers. Each of the participating students receives a stipend. This summer program is a fulltime seven week, five days a week program. The Associate Dean for Special Projects is the Project Director.

Student Financial Assistance. Considerable financial aid is provided to students who demonstrate financial need through the Office of Loans and Scholarships.

Other Pertinent Information. The University of Miami School of Medicine is also making efforts to effect change through the identification and recruitment of faculty from minority groups.

Minority Applicants, Admissions, Matriculants and Enrollments for the Academic Years 1979 and 1980

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
1979-80												
Applied	—	—	—	—	—	—	—	—	—	—	—	—
Accepted	—	—	—	—	—	—	—	—	—	—	—	—
Matriculated	—	—	—	—	—	—	—	—	—	—	—	—
Enrolled												
First-Year	2	2/0	—	0	0/0	0	0	0/0	0	1	1/0	—
All Years	16	12/4	—	0	0/0	0	0	0/0	0	1	1/0	—
1980-81												
Applied	—	—	—	—	—	—	—	—	—	—	—	—
Accepted	—	—	—	—	—	—	—	—	—	—	—	—
Matriculated	—	—	—	—	—	—	—	—	—	—	—	—
Enrolled												
First-Year	4	1/3	—	0	0/0	0	1	0/1	—	0	0/0	0
All Years	14	9/5	—	0	0/0	0	1	0/1	—	1	1/0	—

— Indicates data not available

Minority Students Graduated for the Academic Years 1978 to 1981

Minority Group	1978-79	1979-80	1980-81	1981-82 (est.)
Black American	4	2	1	4
American Indian	0	0	0	0
Mexican American/Chicano	0	0	0	0
Mainland Puerto Rican	0	0	1	1

**Minority Applicants, Admissions, Matriculants and
Enrollments for the Academic Years 1979 and 1980**

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
1979-80												
Applied	1500	810/690	5	15	11/4	0	50	40/10	0	37	31/6	0
Accepted	256	136/120	7	0	0/0	0	0	0/0	0	1	0/1	0
Matriculated	101	48/53	14	0	0/0	0	0	0/0	0	1	0/1	0
Enrolled												
First-Year	115	58/57	15	0	0/0	0	0	0/0	0	1	0/1	0
All Years	370	210/160	15	0	0/0	0	0	0/0	0	2	0/2	0
1980-81												
Applied	1474	767/707	5	15	12/3	0	48	35/13	0	19	17/2	5
Accepted	292	154/138	5	0	0/0	0	0	0/0	0	1	1/0	0
Matriculated	97	45/52	9	0	0/0	0	0	0/0	0	0	0/0	0
Enrolled												
First-Year	104	47/57	9	0	0/0	0	0	0/0	0	0	0/0	0
All Years	380	194/186	13	0	0/0	0	0	0/0	0	1	0/1	0

**Minority Students Graduated for the
Academic Years 1978 to 1981**

Minority Group	1978-79	1979-80	1980-81	1981-82 (est.)
Black American	70	76	80	89
American Indian	1	0	0	0
Mexican American/Chicano	0	0	0	0
Mainland Puerto Rican	0	1	0	0

**University of South Florida
College of Medicine**

Address inquiries to
Dr. Julian J. Dwornik
Associate Dean for Admissions
University of South Florida
College of Medicine
12901 North 30th Street
Tampa, Florida 33612
(813) 974-2229

Recruitment. The Associate Dean for Admissions visits numerous undergraduate colleges in the state to speak on medical college admissions policies and procedures. Disadvantaged students at the high school and undergraduate college level are invited to visit the medical center for guided tours of the facilities and seminars on admission policies and procedures. The Assistant Dean for Student Affairs, faculty members, and students, likewise, visit with high school groups for the same purpose and are frequently featured speakers at state-wide careers programs.

Admissions. Each applicant's credentials are individually evaluated by a single admissions committee. All members of the Admissions Committee are aware of the need for increased enrollment of members of minority groups. Credentials of minority group applicants are evaluated along with other applicants; however, the possible effect(s) of a disadvantaged socioeconomic background is kept in mind.

Academic Aid Programs. The Assistant Dean for Student Affairs works closely with all our students requiring academic counseling and refers them to appropriate faculty within our institution for assistance.

Post-Baccalaureate Program. A special two-year non-degree program is administered by the Premedical Sciences Committee of the College of Natural Sciences for students who hold a baccalaureate degree and are seeking to improve their academic record for application to professional schools. The program is particularly designed for previously rejected applicants who need to improve their grade point average and demonstrate their ability to perform well in the sciences. Students in the program have the advantage of priority registration in the College of Natural Sciences. Upon

completion of the program they are evaluated by the Preprofessional Sciences Committee. The evaluation is sent to the professional schools to which students are applying.

In order to be admitted to the program, students must have a baccalaureate degree and be interviewed by the Preprofessional Sciences Committee. Students must demonstrate potential for success through improvement in their academic record, performance in science courses, previous test scores, and motivation for the profession. Students who do not have a baccalaureate degree from the University of South Florida must provide two letters of recommendation.

Once admitted to the program, students must complete a minimum of 15 hours per semester (excluding summers) of courses approved by the Preprofessional Sciences Committee with a minimum grade point average of 3.3 each semester. An approved schedule would typically include at least three rigorous science courses. Courses will generally be at the undergraduate level, selected from those listed in the premedical sciences program or other advanced sciences. Students should expect to complete at least one year in the program prior to reapplication to professional schools, but additional semesters or a second year may be necessary for some students. Students lacking adequate familiarity with the profession will be expected to obtain sufficient exposure while enrolled in the program.

Student Financial Assistance. No minority group student has had financial need play a role in his discontinuance of study. Financial aid for minority students has been considerably higher on a per student basis than our class average figures. In addition to federal loan programs and National Medical Fellowships, we have two special loan funds outside our institution that are designated for minority group students.

**Emory University
School of Medicine**

**Address Inquiries to
Dr. John H. Stone
Assistant Dean
Room 309 WMCAB
Emory University
School of Medicine
1440 Clifton Road, N.E.
Atlanta, Georgia 30322
(404) 329-5660**

Recruitment. Representatives of the Emory University School of Medicine visit primarily high schools and colleges within the state of Georgia. When invitations are extended to visit institutions outside the state, a representative is sent whenever possible. Individuals involved in visitations and career day programs include administrators, faculty and/or students. An effort is always made to insure representation by a minority student.

Admissions. Minority applications are expected to present a competitive level of academic achievement. The academic requirements for admission need not be completed at the time of application, but they must be fulfilled at the time of enrollment if the applicant is accepted. Emory Medical School currently sponsors no programs for completing premedical requirements. Those students accepted are believed to have intellectual capabilities, personal characteristics, and the necessary background for completion of the medical school curriculum.

Academic Aid Programs. In the event that unexpected academic difficulties occur

after acceptance or matriculation, an individualized program can be arranged to assist the student in completing the required work. Such opportunities are available to all students. Special tutorials in test-taking and social and/or psychological counseling are available upon request.

Summer Programs. Emory University School of Medicine has no special summer academic and/or recruitment program.

Student Financial Assistance. The Emory University application fee is automatically waived if the AMCAS application fee is waived. In addition, every effort is made to assist financially needy students through scholarships and loans. So far it has been possible to give financial aid to all minority students in the medical school who are U.S. citizens, have demonstrated need and have applied for aid. Unfortunately, Emory is unable to offer full support to cover all educational and living expenses.

No applications for financial aid are considered until acceptance for admission has been issued. Following acceptance, students who require aid should apply immediately.

**Medical College of Georgia
School of Medicine**

Address inquiries to
James E. Carter, III
Assistant Director for
Minority Student Affairs
Division of Student Affairs
Medical College of Georgia
Augusta, Georgia 30912
(404) 828-2821

Recruitment. The Medical College of Georgia conducts an intensive recruitment program for minority students by visiting high schools and colleges in the State of Georgia, including multiple visits to the predominantly Black institutions. Visits to the predominantly Black schools are made by the minority affairs officer.

Admissions. The College of Medicine is committed to increasing minority representation in the student body and the Medical Admissions Committee takes this responsibility seriously.

Academic Aid Programs. If needed, minority students are provided with tutorial services as well as help by faculty members.

Summer Programs. A program for high school and college students is conducted each summer for eight weeks to strengthen

the academic backgrounds of students interested in the health careers, and to introduce them to the practical aspects of the health careers. This program has been conducted since 1970. Applications may be obtained from the Student Educational Enrichment Program, AA-153, Medical College of Georgia, Augusta, Georgia 30912. The upper level college students attend classes in histology and the lower level college students attend classes in physiology. High school students attend classes in biology. All students participate in a writing, critical reading and learning skills class.

Student Financial Assistance. The Medical College of Georgia awards all of its aid based on financial need. Minority students have had their financial needs met in an acceptable way. No one has left the medical school for lack of funds.

There is no application fee for admission to the Medical College of Georgia.

The Morehouse School of Medicine

Address inquiries to
Dr. Milford W. Greene
Assistant Dean for Admissions
and Student Affairs
The Morehouse School of Medicine
830 Westview Drive, S.W.
Atlanta, Georgia 30314
(404) 752-1053/1054

Recruitment. Recruitment is conducted by the Office of Admissions and Student Affairs. The Morehouse School of Medicine employs a full-time Student Affairs/Recruitment Officer, however, all administrators, faculty and many students participate in the recruitment process.

A variety of approaches are utilized to increase the number of minority applications. At the collegiate level, speakers are sent to state and private schools within the State of Georgia and throughout the nation to encourage and inform students, counselors and premedical advisors of current opportunities for matriculation at the Morehouse School of Medicine. Locally, conferences and seminars are held within the Atlanta University Center to continually inform and encourage Atlanta University students to apply. Moreover, letters are sent out annually to all member colleges and universities of the United Negro College Fund. At the high school level, the Morehouse School of Medicine works closely with the Georgia State Medical Association (GSMA) to encourage students to become science majors and/or premedical students.

The School of Medicine plans to award the M.D. degree to students who complete the four-year curriculum in 1985. Thus, students who matriculate as first-year students in the 1981-82 academic year or later are expected to receive all of their undergraduate medical education at Morehouse. The School is currently licensed by the State of Georgia to grant the M.D. degree, and the Liaison Committee on Medical Education has indicated that these plans are realistic and that accreditation to grant the M.D. degree for the first time in June, 1985 is expected to be given.

The Morehouse School of Medicine has been operating as a two-year, basic medical science institution since September, 1978 and is fully accredited as such. Students who have completed the first two years at the School are guaranteed a place in the third-year class of a four-year medical school for their final two years of study through affiliations with the Medical College of Georgia,

Augusta; Emory University School of Medicine, Atlanta; Howard University College of Medicine, Washington, D.C.; and the University of Alabama, Birmingham, Alabama.

Whether or not students receive the M.D. degree from the Morehouse School of Medicine or from another institution, an overall passing score on Part I of the examination given by the National Board of Medical Examiners is a prerequisite for entry into the third-year.

Clinical affiliations of the School include Southwest Community Hospital, Hughes Spaulding Pavilion of Grady Memorial Hospital, Southside Comprehensive Health Center and the West End Clinic, all in Atlanta.

The curriculum includes both disciplinary and inter-disciplinary courses with use of problem-solving methods, audio-visual teaching programs and computer-assisted instruction. The humanities and social sciences are also integrated into the curriculum to preserve and enhance in the student an interest in a career in a primary care discipline.

Admissions. The major goal of the Morehouse School of Medicine is to admit and educate students who will become primary care physicians for medically underserved rural areas and inner cities, including low-income and minority communities.

The Admissions Committee seeks candidates who possess the academic qualifications judged necessary for successful study and practice of medicine and less tangible, but equally important, personal factors such as character, maturity, integrity, perseverance and motivation.

Applicants whose backgrounds suggest the likelihood of entering practice in medically underserved areas will receive special attention.

Qualified residents of the State of Georgia will be given preferential consideration but well qualified out-of-state applicants are encouraged to apply. Preference is also given to applicants from the states of Alabama and New York.

The Morehouse School of Medicine: GEORGIA

The School of Medicine is participating in the American Medical College Application Service (AMCAS) for the academic year 1982-83. Students who have already submitted an application through AMCAS should submit an additional designation form for the School of Medicine, using code number GA825. Students requiring an application packet may obtain one from AMCAS, 1776 Massachusetts Avenue, N.W., Suite 301, Washington, D.C. 20036. The screening process for the selection of entrants to the School of Medicine occurs in three stages: a) submission to AMCAS of the standard application form and official transcript; b) submission to the School of Medicine of supplementary application materials when requested by the Admissions Office; c) a personal interview by invitation of the Admissions Office. The supplementary materials include faculty or pre-professional evaluations and a personal narrative statement. Supplementary materials should not be forwarded until specifically requested by the Admissions Office.

For consideration by the Admissions Committee, all application materials, including supplemental materials, have to be submitted. Applicants will be notified as to the status of their application beginning October 15, 1982.

Applicants are expected to present a sound academic background with evidence of superior potential for the study of medicine.

Applicants must take the new MCAT, preferably in the spring of their junior year of college and definitely not later than the fall of the academic year in which application is made.

At least 90 semester hours or 135 quarter

hours in the arts and sciences must be completed before enrollment. The specific prerequisite courses are one year each of: General Chemistry, Organic Chemistry, Biology, Physics, College Level Mathematics, and English.

Academic Aid Programs. Study skills instruction in note-taking, test-taking, organization and textbook reading are available to all students during the academic year on an individual and/or group basis. National Board preparation activities are planned and organized by faculty members, the administration and students. Counseling and tutorial services are provided to students by faculty advisors, the Academic Dean, the Dean for Student Affairs, and the Director of the Office of Research and Development in Medical Education.

Retention activities developed by the Student Academic Progress and Promotions Committee are designed to meet the needs of the individual student and may sometimes include flexible curriculum schedules, and professional counseling.

Summer Programs. The Morehouse School of Medicine does not offer a summer program; however, the eleven month curriculum for first-year students begins the third week in July.

Student Financial Assistance. Financial aid awards will be based on the analysis of each student's needs and academic performance. A broad financial aid program, including scholarships, grants-in-aid, loans and fellowships, is continuously being revised and developed.

Minority Applicants, Admissions, Matriculants and Enrollments for the Academic Years 1979 and 1980

	Black American			American Indian			Mexican American/Chicano*			Mainland Puerto Rican		
	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
1979-80												
Applied	14	5/9	100	2	2/0	100	66	52/14	100	4	4/0	100
Accepted	1	1/0	100	0	0/0	0	7	5/2	100	0	0/0	0
Matriculated	0	0/0	0	0	0/0	0	4	3/1	100	0	0/0	0
Enrolled												
First-Year	0	0/0	0	0	0/0	0	4	3/1	100	0	0/0	0
All Years	3	3/0	100	0	0/0	0	17	15/2	100	0	0/0	0
1980-81												
Applied	25	16/9	83	1	1/0	100	92	71/21	98	3	3/0	100
Accepted	12	7/5	75	0	0/0	0	13	11/2	100	0	0/0	0
Matriculated	5	4/1	60	0	0/0	0	6	5/1	100	0	0/0	0
Enrolled												
First-Year	5	4/1	60	0	0/0	0	6	5/1	100	0	0/0	0
All Years	6	5/1	66	0	0/0	0	16	14/2	100	0	0/0	0

* Includes other Hispanics

Minority Students Graduated for the Academic Years 1978 to 1981

Minority Group	1978-79	1979-80	1980-81	1981-82 (est.)
Black American	1	2	0	1
American Indian	1	0	0	0
Mexican American/Chicano*	6	7	5	5
Mainland Puerto Rican	0	0	0	0

Minority Applicants, Admissions, Matriculants and Enrollments for the Academic Years 1979 and 1980

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
1979-80												
Applied	173	89/84	23	9	8/1	11	22	17/5	0	7	2/5	0
Accepted	13	8/5	61	0	0/0	0	1	1/0	0	0	0/0	0
Matriculated	7	4/3	86	0	0/0	0	0	0/0	0	0	0/0	0
Enrolled												
First-Year	7	4/3	86	0	0/0	0	0	0/0	0	0	0/0	0
All Years	17	8/9	88	0	0/0	0	1	1/0	100	1	1/0	0
1980-81												
Applied	177	79/98	20	11	9/2	0	16	14/2	6	13	9/4	7
Accepted	9	6/3	56	0	0/0	0	0	0/0	0	1	0/1	0
Matriculated	4	2/2	75	0	0/0	0	0	0/0	0	0	0/0	0
Enrolled												
First-Year	6	3/3	83	0	0/0	0	0	0/0	0	0	0/0	0
All Years	21	11/10	86	0	0/0	0	0	0/0	0	1	1/0	0

Minority Students Graduated for the Academic Years 1978 to 1981

Minority Group	1978-79	1979-80	1980-81	1981-82 (est.)
Black American	3	3	4	5
American Indian	0	0	0	0
Mexican American/Chicano	0	1	0	0
Mainland Puerto Rican	0	0	0	1

Minority Applicants, Admissions, Matriculants and Enrollments for the Academic Years 1979 and 1980

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
1979-80												
Applied	146	—	50	4	—	100	30	—	97	29	—	31
Accepted	14	—	100	0	0/0	0	3	—	100	3	—	100
Matriculated	8	—	57	0	0/0	0	2	—	100	3	—	100
Enrolled												
First-Year	9	6/3	100	0	0/0	0	0	0/0	0	0	0/0	0
All Years	23	17/6	100	1	1/0	100	1	1/0	100	1	1/0	100
1980-81												
Applied	141	—	50	36	—	28	1	—	100	42	—	33
Accepted	16	—	100	1	—	100	0	0/0	0	5	—	100
Matriculated	9	—	100	1	—	100	0	0/0	0	5	—	100
Enrolled												
First-Year	9	4/5	100	1	—	100	0	0/0	0	0	0/0	0
All Years	31	20/11	100	1	1/0	100	1	1/0	100	1	1/0	100

— Indicates data not available

Minority Students Graduated for the Academic Years 1978 to 1981

Minority Group	1978-79	1979-80	1980-81	1981-82 (est.)
Black American	5	1	5	8
American Indian	—	—	—	—
Mexican American/Chicano	—	—	—	—
Mainland Puerto Rican	—	—	—	—

University of Hawaii
John A. Burns School of Medicine

Address inquiries to
Dr. Benjamin B.C. Young
Acting Associate Dean for
Student Affairs and Director
Special Opportunities Program
University of Hawaii
John A. Burns School of Medicine
1960 East-West Road, Biomed B-104
Honolulu, Hawaii 96822
(808) 948-8300

Recruitment. Recruitment efforts are directed towards increasing the number of Pacific Basin minorities and to provide an opportunity for those of socio-economic and/or educationally disadvantaged backgrounds. An extensive network has been established with key officials in departments of education and health, scholarship officers, local legislators, mass media, and college students studying science in the United States. Success of the special opportunity programs is due largely to personal contact with students and education officials during on-site visits to the Pacific Islands.

Recruitment is conducted by the administrators of the programs as well as the students themselves who serve as role models and help to encourage and motivate other young people to pursue health careers.

Admissions. The special opportunities programs seek to increase the number of Pacific Basin minorities and to provide an opportunity for those of socio-economic and/or educationally disadvantaged backgrounds. Important in the selection process is an evaluation of what the potential student might contribute to the welfare of the people of Hawaii and the Pacific.

Academic Aid Programs. In medical school, all first year students are assigned faculty advisors as well as second year medical students as peer advisors.

The intensive premedical year of the Imi Ho'ola and Health Careers for Pacific Islanders Programs includes study skills courses, tutorials, and faculty advisement. In the KULIA Program, participants have mandatory tutorials in the basic sciences and a separate audio-visual room for review of tapes, slides, and course materials.

Summer Programs. Not applicable.

Student Financial Assistance. No additional information.

Other Pertinent Information. The University of Hawaii John A. Burns School of Medicine conducts three special opportunity programs designed to correct the under-representation of certain groups in Hawaii and the Pacific Basin in the medical profession.

The Imi Ho'ola Program which started in 1972, is an intensive remedial year in basic premedical sciences. This Program is designed to upgrade promising men and women who for reasons beyond their control may not be sufficiently qualified academically, but who show great promise in other respects. The intent is to develop these students into highly competitive candidates for admission to medical school. The Program accepts 20 students each year some of whom succeed in being admitted to medical school.

The Health Careers for Pacific Islanders Program, which started in 1980, aims to increase the number of Micronesians, American Samoans, and Guamanians in the area of Medicine as well as Nursing and Public Health. The Program provides an intensive remedial year in the basic premedical sciences for 10 students in the School of Medicine.

The KULIA Program, which started in 1970, is in a sense, an extension of the Imi Ho'ola Program into the medical curriculum itself. It is designed for less well prepared students who are given tutorial assistance in the basic medical sciences. KULIA students are on an expanded medical school curriculum, whereby, they take three years to complete their basic science courses. There are 10 openings available for American Pacific Islanders.

**The University of Chicago
Pritzker School of Medicine**

Address inquiries to
Dr. Ernest Mhoon
Assistant Dean of Students
The University of Chicago
Pritzker School of Medicine
950 E. 59th Street, Box 412
Chicago, Illinois 60637
(312) 947-5618

Recruitment. There is no special minority group recruitment at our medical school. However, individual faculty members, including the Dean of Students and the Assistant Dean of Students, visit undergraduate colleges in the area to discuss opportunities for students, including minority group students, for admission into The Pritzker School of Medicine.

Admissions. There is one Admissions Committee which selects all of the students in each entering medical class. All applicants are considered on merit alone.

Academic Aid Programs. All students may, on an individual basis, receive academic assistance (tutoring, reduced course loads, etc.) if needed.

Summer Programs. Our medical school participates in the Chicago Area Health and Medical Careers Program, a long-term educational plan that prepares qualified minority and low-income high school students in the Chicago area for study in the health or medical fields. This program is administered by the Illinois Institute of Technology.

Student Financial Assistance. All financial aid (tuition awards and interest free loans) are granted on the basis of financial need established by the GAPS FAS evaluation. Tuition awards are available to all minority group students in need of such aid. Applicants who receive an AMCAS applica-

tion fee waiver are eligible to receive a waiver of the application fee at the University of Chicago.

Other Pertinent Information. Of special interest to minority students are two features of this medical school. The first is that it is an integral part of the University and elective courses may be taken in fields not directly related to medicine. In this regard, there are two inter-departmental centers on campus which merit attention: The Center for Urban Studies and the Center for Health Administration Studies, both of which have proven to be of interest to medical students. The Committee on Public Policy Studies likewise offers programs of studies which are of interest to medical students. The second feature is that the University is adjacent to the south side Chicago community of Woodlawn, which is a predominantly Black community undergoing a number of social changes, including changes in its medical care system. The faculty and students of the University of Chicago School of Medicine have participated in the planning and implementation of this reorganization of service.

The policy of this medical school is to select students with great care and to do everything possible to help them complete their medical education. Financial assistance, as noted above, is made available, as are tutoring aid and counseling regarding personal, financial, or academic problems.

**University of Health Sciences
The Chicago Medical School**

Address inquiries to
Dr. Theodore Booden
Associate Dean, Student Affairs
University of Health Sciences
The Chicago Medical School
3333 Green Bay Road
North Chicago, Illinois 60064
(312) 578-3295

Recruitment. Recruitment is conducted primarily through field visitations and visits to local universities with large minority enrollments. Groups of students from these universities are invited to visit our campus for group discussions and individual conferences with the admissions office staff. Our own minority students are very much involved in this process. Administrative persons taking part in these programs are the Associate Dean for Students and the Assistant Director and Director of Admissions. There is also frequent contact between the Associate Dean for Students and some of the special summer programs offered by medical schools throughout the country.

Admissions. A separate Committee for minority applicants is not utilized. All applications are processed in the same manner, except that minority students are involved in the selection process of minority applicants. The students meet with the applicants who are called for interview and their recommendations are solicited. Because of the urgent need for physicians in the metropolitan Chicago area, special efforts are made to select students from this area. The administration and a group of minority students engage in regular dialog in an attempt to facilitate and increase minority student admissions.

Academic Aid Programs. Students who encounter academic problems are counseled by the Associate Dean for Student Affairs. Several alternatives are available to assist students; e.g., faculty and/or student tutors are assigned to the student; the student may receive personal counseling from the University Counseling Service; and an altered program of study can be designed which may or may not require an extended period of medical study; students may be encouraged to take special summer school courses at or away from the medical school.

Summer Programs. The University of Health Sciences/The Chicago Medical School is a member of the Chicago Area Health and Medical Careers Program. This program involves all of the Chicago-area medical schools and the Illinois Institute of Technology (IIT). The purpose of the program is to recruit junior/senior high school students who are recognized as having minority status. IIT staff recruit students from over 100 Chicago-area high schools. Each student who remains in the entire program will spend his/her summer months at a given (medical) institute from the junior year in high school until he/she graduates from college. The first summer consists of a two week coursework program which exposes the student to various principles and concepts inherent in the disciplines of Biology, Chemistry and Mathematics. Also, the student will visit various medical centers. In the second year each student is assigned to a preceptor at a given institute and engages in a program of studies (e.g., research). The preceptee may retain his/her preceptor throughout the duration of the program. Each student's progress in college is monitored by the program staff at IIT with reports made to representatives of each medical institute (For further information, please contact IIT-Chicago Area Health Career Program at IIT). Eventually, several of the students are expected to apply to various health career programs, including medical schools.

Student Financial Assistance. Low interest living expense loans are available to students who have minimal personal and family resources and, due to academic or citizenship status, do not have access to state and federal financial aid programs. In addition, for a limited period, disadvantaged students are given consideration for deferral of tuition payments.

**Minority Applicants, Admissions, Matriculants and
Enrollments for the Academic Years 1979 and 1980**

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
1979-80												
Applied	705	415/290	14	5	2/3	0	12	6/6	0	18	9/9	0
Accepted	45	22/23	80	0	0/0	0	0	0/0	0	0	0/0	0
Matriculated	23	10/13	80	0	0/0	0	0	0/0	0	0	0/0	0
Enrolled												
First-Year	23	10/13	80	0	0/0	0	0	0/0	0	0	0/0	0
All Years	38	18/20	80	0	0/0	0	0	0/0	0	0	0/0	0
1980-81												
Applied	621	369/252	16	5	2/3	0	15	9/6	0	25	12/13	0
Accepted	50	25/25	80	0	0/0	0	0	0/0	0	0	0/0	0
Matriculated	25	12/13	80	0	0/0	0	0	0/0	0	0	0/0	0
Enrolled												
First-Year	25	12/13	80	0	0/0	0	0	0/0	0	0	0/0	0
All Years	42	18/24	80	0	0/0	0	0	0/0	0	1	1/0	—

— Indicates data not available

Minority Applicants, Admissions, Matriculants and Enrollments for the Academic Years 1979 and 1980

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
1979-80												
Applied	—	—	—	—	—	—	—	—	—	—	—	—
Accepted	1	0/1	—	0	0/0	0	0	0/0	0	0	0/0	0
Matriculated	1	0/1	—	0	0/0	0	0	0/0	0	0	0/0	0
Enrolled												
First-Year	1	0/1	—	0	0/0	0	0	0/0	0	0	0/0	0
All Years	1	0/1	—	0	0/0	0	0	0/0	0	0	0/0	0
1980-81												
Applied	—	—	—	—	—	—	—	—	—	—	—	—
Accepted	0	0/0	0	0	0/0	0	0	0/0	0	0	0/0	0
Matriculated	0	0/0	0	0	0/0	0	0	0/0	0	0	0/0	0
Enrolled												
First-Year	0	0/0	0	0	0/0	0	0	0/0	0	0	0/0	0
All Years	1	0/1	—	0	0/0	0	0	0/0	0	0	0/0	0

— Indicates data not available

Minority Students Graduated for the Academic Years 1978 to 1981

Minority Group	1978-79	1979-80	1980-81	1981-82 (est.)
Black American	0	0	0	0
American Indian	0	0	0	0
Mexican American/Chicano	0	0	0	0
Mainland Puerto Rican	0	0	0	0

Minority Applicants, Admissions, Matriculants and Enrollments for the Academic Years 1979 and 1980

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
1979-80												
Applied	104	59/45	—	5	4/1	—	25	17/8	—	10	5/5	—
Accepted	9	5/4	22	1	1/0	0	3	3/0	33	0	0/0	0
Matriculated	2	0/2	100	0	0/0	—	1	1/0	100	0	0/0	0
Enrolled												
First-Year	2	0/2	100	0	0/0	0	1	1/0	100	0	0/0	0
All Years	9	3/6	—	0	0/0	0	3	3/0	—	0	0/0	0
1980-81												
Applied	104	61/43	—	4	3/1	—	10	8/2	—	9	3/6	—
Accepted	7	5/2	43	0	0/0	0	0	0/0	0	1	1/0	0
Matriculated	1	1/0	100	0	0/0	0	0	0/0	0	1	1/0	0
Enrolled												
First-Year	1	1/0	100	0	0/0	0	0	0/0	0	1	1/0	0
All Years	8	4/4	—	0	0/0	0	2	2/0	—	1	1/0	—

— Indicates data not available

Minority Students Graduated for the Academic Years 1978 to 1981

Minority Group	1978-79	1979-80	1980-81	1981-82 (est.)
Black American	7	1	4	1
American Indian	0	0	0	0
Mexican American/Chicano	0	1	0	1
Mainland Puerto Rican	0	0	0	0

Minority Applicants, Admissions, Matriculants and Enrollments for the Academic Years 1979 and 1980

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
1979-80												
Applied	—	—	—	—	—	—	—	—	—	—	—	—
Accepted	—	—	—	—	—	—	—	—	—	—	—	—
Matriculated	—	—	—	—	—	—	—	—	—	—	—	—
Enrolled												
First-Year	8	4/4	—	0	0/0	0	0	0/0	0	0	0/0	0
All Years	19	9/10	—	0	0/0	0	0	0/0	0	0	0/0	0
1980-81												
Applied	—	—	—	—	—	—	—	—	—	—	—	—
Accepted	—	—	—	—	—	—	—	—	—	—	—	—
Matriculated	—	—	—	—	—	—	—	—	—	—	—	—
Enrolled												
First-Year	2	1/1	—	0	0/0	0	0	0/0	0	0	0/0	0
All Years	19	10/9	—	0	0/0	0	0	0/0	0	0	0/0	0

— Indicates data not available

Minority Students Graduated for the Academic Years 1978 to 1981

Minority Group	1978-79	1979-80	1980-81	1981-82 (est.)
Black American	9	1	2	5
American Indian	2	0	0	0
Mexican American/Chicano	1	0	0	0
Mainland Puerto Rican	0	0	0	0

**University of Illinois
College of Medicine**

Address inquiries to
Dr. William D. Wallace
Associate Dean and
Director of Urban Health Program
University of Illinois
College of Medicine
1853 W. Polk Street
Chicago, Illinois 60612
(312) 996-4470

Recruitment. Minority student recruitment at the University of Illinois Medical Center is conducted through the Urban Health Program. Recruitment and enrichment are conducted at the community, high school, and undergraduate college levels through visits to medical schools, seminars, workshops and a summer enrichment program for students. The recruitment activities of the Urban Health Program are the responsibility of an Associate Dean and his assistants. Additional support is provided by the staff of various colleges (medicine, dentistry, pharmacy, and nursing) at the Medical Center.

The Urban Health Program also carries out an intensive outreach program. Our main efforts have been directed toward supporting student support groups at various college campuses throughout the state. Visits and lectures to high school and community groups are an important part of our program. In addition, our staff in the College of Medicine makes visits to other states to encourage out-of-state students to apply.

Admissions. There is no special subcommittee for minority admissions. A screening committee composed of members of the regular Admissions Committee interviews minority candidates and makes recommendations to the full Admissions Committee. Minority candidates are encouraged to contact the staff members of the Urban Health Program for assistance with the application procedure.

Summer Programs. A summer program has been established for new students. This six-week program provides new students with a review of mathematics, fundamentals and essentials for biochemistry, physiology, pharmacology and genetics. Medical and anatomical terminology are stressed. There is an intensive preview of anatomy, physiology, and biochemistry. Study skills, speed reading, and writing skills are also emphasized. Students receive a thorough orientation to the Medical Center.

Student Financial Assistance. Fee waivers are used in some instances. No special University funds are available for financial aid. All students are awarded assistance with need as the sole criterion for consideration, and individual awards reflect the personal need of the particular student.

Other Pertinent Information. The University of Illinois now has 173 minority medical students in the four medical school classes. With interns and residents the number of minority students in training in or around University of Illinois facilities exceeds 200.

There is an active SNMA chapter and two of its main projects are to assist in the development of a library of learning supplements for medical students and a hypertension screening program in the minority community. A summer enrichment program for college students interested in medicine has been started. The program consists of introductory courses in basic medical sciences, clinical experience as well as academic skills enhancement and MCAT preparation.

**Northwestern University
Medical School**

Address inquiries to
Dr. Dennis Perry
Minority Affairs Officer
Northwestern University
Medical School
303 E. Chicago Avenue
Chicago, Illinois 60611
(312) 649-8229

Recruitment. Minority student recruitment is conducted both at the high school and college level primarily through visits to institutions, tours of the medical school and extensive communication by letter and phone. Medical students, faculty and administrators participate in the program.

Admissions. All applications are reviewed by the same Admissions Committee which is composed of faculty and students with some minority representation. The admission of minority applicants is determined on a competitive basis with other applicants. Since the evaluation process is individualized, attention can be focused upon trends in performance, job records, extracurricular involvement, the personal comments of the applicant and the opinions of those writing letters of recommendation.

Academic Aid Programs. After matriculation, we offer the following to all students in academic difficulty: 1) a tutorial program for individualized aid in study habits and specific courses, and 2) an option to spread the two basic science years over three calendar years with tutorial help.

Summer Programs. Northwestern participates in the Chicago Area Health Careers Opportunity Program which involves a consortium of six professional and one undergraduate institution. The purpose of this program is to substantially increase the number of qualified minority and disadvantaged applicants to medical and other health-related schools. Approximately 100 high school juniors are selected for preparation. Activities include mini-courses in biology and chemistry, writing, study and problem-solving skills, and an introduction to various health care fields. Subsequently, students work directly with physicians and researchers on the staffs of the participating professional schools. The program involves the Northwestern Administration, faculty and medical students.

Student Financial Assistance. Application fees are waived upon receipt of a request from the applicant's undergraduate college financial officer. Several hundred fee waivers are granted each year (estimate). We do not offer financial help for interview trips. We have no special sources of funds for disadvantaged students.

**Rush Medical College
of Rush University**

Address inquiries to
Dr. Gerald S. Gotterer
Associate Dean of
Medical Student Programs
Rush Medical College
of Rush University
600 S. Paulina Street
Chicago, Illinois 60612
(312) 942-6913

Recruitment. Rush Medical College participates in the collaborative Chicago Area Health and Medical Careers Program described below involving students at the high school and college levels. Students are recruited for this multiyear program by visits to high schools and referral by high school teachers, counselors, and students in the program. Recruitment of minority applicants to Rush Medical College is conducted by members of the Office of Admissions and the Admissions Committee and by minority students currently enrolled in the Medical College. Minority premedical groups are encouraged to visit the Rush-Presbyterian-St. Luke's Medical Center to meet with students and faculty and to see the facilities. Such visits can be arranged through the Office of Admissions.

Admissions. The applicants to the Medical College are evaluated by the Committee on Admissions. A minority subcommittee reviews applications from minority applicants and makes the first decision, whether or not to invite an applicant for interview. At least one member of this subcommittee, one student, and an additional faculty member will interview each applicant invited for interview. The final decisions are made on each interviewed candidate by the full Committee on Admissions. The Committee considers not only prior academic achievement, but also factors which might have influenced the level of achievement reached, as well as the personal characteristics of each applicant.

Academic Aid Programs. Each student is assigned a carefully selected and trained academic advisor who will provide counseling and guidance throughout all four years of medical school. Students experiencing

academic difficulty are provided a range of assistance, including individual and group instruction in time management, study skills, and test taking strategies; peer tutors; and individualized instruction. Students have the option of modifying and extending their schedules so as to proceed at a slower pace during the preclinical years.

Summer Programs. Rush Medical College participates with the Illinois Institute of Technology and the other private medical schools in Chicago in the Chicago Area Health and Medical Careers program, which provides enrichment experiences to students interested in health careers. Students are selected during the junior year of high school. Special courses in chemistry, biology, study skills and experiences with medical school faculty take place during the first summer and on Saturdays of the senior year of high school. Preceptorships with faculty of health professional schools will take place in subsequent summers. Interested high school students from the Chicago area should apply to: Chicago Area Health Careers Opportunity Program, Illinois Institute of Technology, Life Sciences Building, Room 182, 3101 South Dearborn, Chicago, Illinois 60616.

Student Financial Assistance. Financial aid in the form of loans and non-refundable aid is available to all students based primarily on need and accrued educational debt. Special funds for minority students have been available in the past, although availability changes from year to year. The application fee is waived for applicants meeting the requirements for service fee waiver by AMCAS. Financial assistance for interview trips is not available.

**Southern Illinois University
School of Medicine**

Address inquiries to
Director, MEDPREP
Southern Illinois University
School of Medicine
Lindgren Hall
Carbondale, Illinois 62901
(618) 536-5511

Recruitment. Southern Illinois University School of Medicine sponsors a non-degree granting undergraduate Medical Education Preparatory Program (MEDPREP) at the Carbondale campus. MEDPREP is designed to assist students from groups currently underrepresented in medical practice in their preparation for medical school—Blacks, Mexican Americans, Mainland Puerto Ricans, American Indians and others, including students from low income/rural areas. Its goal is to assist participating students become competitive for admission to medical school and to succeed after they matriculate.

MEDPREP offers enrolled students tutorials, courses, and seminars covering many phases of pre-professional preparation for medical education. Each student's curriculum is tailored to his or her individual needs as determined by diagnostic tests, a review of previous academic history, the student's particular preferences, and the admissions requirements of the medical schools to which the student plans to apply. MEDPREP and other university courses are available for the remedial, developmental, and advanced level in both basic sciences and learning skills. Students have an opportunity to prepare for the MCAT and are exposed early to the medical school faculty and curriculum. MEDPREP emphasizes small classes, and close interaction with and supervision by faculty.

ADMISSION TO MEDPREP IS RESTRICTED TO LEGAL RESIDENTS OF THE STATE OF ILLINOIS. Students enroll in the program in June, August, and January of each year. Applications may be submitted at any time, but it is strongly recommended that students apply at least three months before anticipated enrollment to ensure adequate time for processing application. Approximately one of every four applicants is accepted into the program.

Admissions. MEDPREP has a special admissions program for which applicants are invited to spend one day on the Carbondale campus. Several of these admissions programs are held periodically throughout the year and involve a series of diagnostic tests,

interviews with faculty, and meetings with students to learn more about the program. To receive full consideration, applicants must meet the regular Southern Illinois University admissions criteria and the MEDPREP admissions criteria. Application forms may be obtained directly from the Program Director. There is no application fee to MEDPREP or the University.

All students enrolled in the program have completed at least two years of college course work and a majority are post-baccalaureate students. Each semester, there are approximately 40-48 minority and disadvantaged students participating in MEDPREP on the Carbondale campus of Southern Illinois University. Students participate in the program from six to 24 months depending on their particular situations.

Acceptance to or success in MEDPREP does not guarantee admission to Southern Illinois University School of Medicine or any other medical school. However, many of our students have been accepted and matriculated at Southern Illinois University School of Medicine and other medical schools.

The Admissions Committee of the School of Medicine is composed of basic science and clinical faculty from the Carbondale and Springfield campuses. Enrolled medical students are also voting members of the Committee. There is no special minority student admissions committee. The Office of Student Affairs and the Admissions Committee encourage minority students to make application and make a particular effort to interview those minority students who apply.

Academic Aid Programs. Curriculum innovation is a major characteristic of the Southern Illinois University School of Medicine. The four-year curriculum is a competency-based, problem-oriented, self-instructional curriculum organized around organ systems. This type of curriculum permits more individualized pacing than the traditional one. All students have the same opportunity for individualized instruction, self-pacing remediation, extra help from faculty, and counseling.

Minority Applicants, Admissions, Matriculants and Enrollments for the Academic Years 1979 and 1980

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
1979-80												
Applied	193	109/84	62	1	1/0	0	20	14/8	65	29	19/10	24
Accepted	25	15/9	100	—	—	—	8	7/1	100	—	—	—
Matriculated	12	9/3	100	—	—	—	5	5/0	100	—	—	—
Enrolled												
First-Year	14	9/5	100	0	0/0	0	5	5/0	100	0	0/0	0
All Years	84	48/36	100	1	1/0	100	16	14/2	—	5	3/2	100
1980-81												
Applied	200	105/95	63	6	5/1	17	31	22/9	94	21	10/11	29
Accepted	49	32/17	82	1	1/0	0	13	8/5	69	3	1/2	67
Matriculated	27	20/7	82	0	0/0	0	9	5/4	11	1	1/0	0
Enrolled												
First-Year	29	21/8	17	1	1/0	0	10	6/4	10	1	1/0	0
All Years	83	54/29	94	2	2/0	—	21	17/4	5	4	3/1	75

— Indicates data not available

Minority Students Graduated for the Academic Years 1978 to 1981

Minority Group	1978-79	1979-80	1980-81	1981-82 (est.)
Black American	25	29	18	25
American Indian	0	—	0	—
Mexican American/Chicano*	8	9	14	12
Mainland Puerto Rican	—	—	—	—

*Includes all Hispanics

Minority Applicants, Admissions, Matriculants and Enrollments for the Academic Years 1979 and 1980

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
1979-80												
Applied	224	132/92	—	21	17/4	—	65	44/21	—	18	10/8	—
Accepted	8	5/3	—	0	0/0	0	2	2/0	—	0	0/0	0
Matriculated	6	4/2	—	0	0/0	0	0	0/0	0	0	0/0	0
Enrolled												
First-Year	7	4/3	—	0	0/0	0	0	0/0	0	0	0/0	0
All Years	29	16/13	—	0	0/0	0	0	0/0	0	0	0/0	0
1980-81												
Applied	202	117/85	—	10	6/4	—	52	36/16	—	16	4/12	—
Accepted	10	5/5	—	0	0/0	0	0	0/0	0	0	0/0	0
Matriculated	5	2/3	—	0	0/0	0	0	0/0	0	0	0/0	0
Enrolled												
First-Year	5	2/3	—	0	0/0	0	0	0/0	0	0	0/0	0
All Years	25	13/12	—	0	0/0	0	0	0/0	0	0	0/0	0

— Indicates data not available

Minority Students Graduated for the Academic Years 1978 to 1981

Minority Group	1978-79	1979-80	1980-81	1981-82 (est.)
Black American	2	8	5	9
American Indian	0	0	0	0
Mexican American/Chicano*	0	2	1	2
Mainland Puerto Rican	—	—	—	—

*Includes all Hispanics

Minority Applicants, Admissions, Matriculants and Enrollments for the Academic Years 1979 and 1980

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
1979-80												
Applied	169	103/66	—	8	4/4	—	27	18/9	—	10	6/4	—
Accepted	15	10/5	—	0	0/0	0	4	3/1	—	0	0/0	0
Matriculated	7	4/3	100	0	0/0	0	1	1/0	100	0	0/0	0
Enrolled												
First-Year	7	4/3	100	0	0/0	0	1	1/0	100	0	0/0	0
All Years	34	17/17	97	1	1/0	100	3	2/1	100	1	1/0	100
1980-81												
Applied	156	89/67	—	6	5/1	—	23	15/8	—	8	3/5	—
Accepted	17	9/8	—	0	0/0	—	1	1/0	—	1	0/1	—
Matriculated	6	4/2	83	0	0/0	0	0	0/0	0	1	0/1	100
Enrolled												
First-Year	6	4/2	83	0	0/0	0	0	0/0	0	1	0/1	100
All Years	33	17/16	94	0	0/0	0	2	2/0	100	2	1/1	100

— Indicates data not available

Minority Students Graduated for the Academic Years 1978 to 1981

Minority Group	1978-79	1979-80	1980-81	1981-82 (est.)
Black American	6	7	10	—
American Indian	0	1	0	—
Mexican American/Chicano	2	1	0	—
Mainland Puerto Rican	0	0	0	—

ILLINOIS: Southern Illinois University School of Medicine

Summer Programs. We have no summer programs.

Student Financial Assistance. No student is denied a medical education for lack of funds. Financial assistance is available to all medical students demonstrating financial need. There is no application fee.

MEDPREP students are regular students in the University with all the rights, privileges and responsibilities pertaining thereto. Accordingly, all MEDPREP students are assisted in securing financial aid through regular University channels.

Minority Applicants, Admissions, Matriculants and Enrollments for the Academic Years 1979 and 1980

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
1979-80												
Applied	52	34/18	100	0	0/0	0	—	—	—	0	0/0	0
Accepted	13	9/4	100	0	0/0	0	—	—	—	0	0/0	0
Matriculated	5	2/3	100	0	0/0	0	—	—	—	0	0/0	0
Enrolled												
First-Year	6	2/4	100	0	0/0	0	1	1/0	100	0	0/0	0
All Years	16	10/6	100	0	0/0	0	3	3/0	100	0	0/0	0
1980-81												
Applied	68	43/25	100	1	1/0	100	—	—	—	0	0/0	0
Accepted	16	10/6	100	1	1/0	100	—	—	—	0	0/0	0
Matriculated	5	2/3	100	1	1/0	100	—	—	—	0	0/0	0
Enrolled												
First-Year	6	2/4	100	1	1/0	100	0	0/0	0	0	0/0	0
All Years	18	12/6	100	1	1/0	100	1	1/0	100	0	0/0	0

— Indicates data not available

Minority Students Graduated for the Academic Years 1978 to 1981

Minority Group	1978-79	1979-80	1980-81	1981-82 (est.)
Black American	3	9	3	7
American Indian	0	0	0	0
Mexican American/Chicano	1	1	1	1
Mainland Puerto Rican	0	0	0	0

Recruitment. The Indiana University School of Medicine has a constant interest in expanding its efforts to identify, advise, and recruit minority and/or disadvantaged individuals who have potential and promise for education and training in medicine. The School's efforts include contact with appropriate administrators, teachers, and advisors in (primarily) Indiana high schools, colleges and universities. Recruitment activities are developed and implemented through the admissions office. Such activities consist of on-campus visitations to conduct premedical seminars and converse with students on a one-to-one basis or in small groups. We also participate in high school career opportunity programs, and reach out to the community through information sheets or brochures, visual aids, and tours of the medical center which are available to students and small groups by appointment. The School encourages minority medical students to give personal experience information to high school and undergraduate students, and community organizations.

Admissions. The School of Medicine Admissions Committee evaluates all applicants, minority and non-minority, on the basis of scholarship, character, personality, health, and performance on the Medical College Admission Test (MCAT). It is essential that all students apply early, follow appropriate admissions procedures, and promptly return necessary materials. The earlier well-qualified students may expect action on their applications.

Academic Aid Programs. The Indiana University School of Medicine currently makes use of several academic reinforcement programs for disadvantaged students. In-depth academic counseling is offered and provided by faculty members, personnel in the Office of Student and Curricular Affairs, and assigned faculty advisors.

Each of our special programs is now offered to students after matriculation, and

these include tutoring, reduced work load and repetition of a year of medical studies. Special tutorial programs are offered by the faculty of each of the basic science courses for all students whose academic performance is below par. These programs are offered on a regularly scheduled basis. Under certain circumstances students are permitted to assume a reduced work load during the first year of medical school. Under this arrangement students extend the first year of medical studies (gross anatomy, histology, biochemistry, physiology, microbiology, neurobiology and human behavior) to two calendar years. Finally, under special circumstances, students are permitted to repeat the second year of medical studies (neurobiology, pharmacology, pathology, and introduction to medicine).

Summer Programs. The School of Medicine does not offer summer enrichment programs at present.

Student Financial Assistance. Students are assisted in finding employment on campus and in the community. In addition, special sources of financial aid are available for needy and minority students. One such fund is the Louis B. Russell Minority Fellowship which was established primarily to assist needy minority students. Mr. Russell was a Black educator and at the time of his death had been the longest living heart transplant recipient.

There are medical school loans available, such as the Medical Student Loan Funds, Cyrus J. Clark (Medical Alumni) Loans, Student Emergency Loans—Short Term, and the Indiana Medical-Distribution Loan Fund. Several of these loans are available only at certain periods in the student's medical school curriculum. Inquiries should be sent to the Director of Financial Aid. The application fee, which is set by the Indiana University Board of Trustees, cannot be waived, but consideration may be given to postponing payment of the fee.

**The University of Iowa
College of Medicine**

Address inquiries to
Dr. George L. Baker
Associate Dean
Dr. Scharron A. Laisure
Associate/Student Affairs
The University of Iowa
College of Medicine
101C CMAB
Iowa City, Iowa 52242
(319) 353-6914

Recruitment. For the past thirteen years, the University of Iowa College of Medicine has conducted a program specially geared towards minority applicants. Currently known as the Educational Opportunities Program, efforts are directed towards identifying, admitting and graduating applicants from ethnic groups historically omitted from medical education. To meet the objectives of the program, attention is given to admission and retention of aspiring minority physicians.

The College of Medicine actively encourages minority students to seek information regarding our programs and heartily welcomes applications to the College of Medicine.

Efforts to encourage minority applications are demonstrated in a variety of ways. The faculty and administrative staff visit minority student summer programs to present information and informally speak with individual students. During the annual pre-medical symposium, students are encouraged to visit with faculty and tour facilities. Medical students who hold membership in the Student National Medical Association visit high schools and colleges for the purpose of presenting and sharing information related to medical education. Additionally, minority undergraduates are encouraged to speak directly with Dr. Laisure regarding the Educational Opportunities Program.

Admissions. During the history of the program the commitment to increasing minority representation has been demonstrated by the ever growing number of entering minority students. There is no geographical restriction placed upon the selection of candidates. Currently, many program participants are out-of-state students. Admission is not contingent upon a personal interview.

The College has an Educational Opportunities Program Committee which studies applications of all persons who have indicated via their AMCAS file that they wish to be considered minority applicants. This

committee makes recommendations to the College Admission Committee. The Educational Opportunities Program Committee includes minority students and staff in its membership. Interested students need not apply for early decision admission.

All basic requirements for admission to the College of Medicine must be fulfilled by all applicants seeking entry. The reader is directed to the Association of American Medical College publication Medical School Admission Requirements for discussion of the requirements.

Academic Aid Programs. Individual and/or group counseling is provided by the program coordinator and other student affairs staff members. The college maintains three persons qualified to provide supportive services. Financial aid counseling is available for those experiencing money management problems. Students are encouraged to utilize these services during their initial adjustment to medical school.

There is a tutorial program in each of the basic science areas available to all students. Any required/necessary deviance from the curriculum schedule is determined by the Dean and reviewed on an individual basis. Some basic science courses include a great deal of individualized learning so that study schedules can be individualized. Individualized tutoring can be arranged.

Summer Program. The first phase of retention is the Summer Program. All students accepted under the auspices of the University of Iowa Educational Opportunities Program attend an orientation program during the summer preceding the academic year. The components of the summer program include academic coursework, personal/developmental counseling, career development seminars, academic skills training and structured introductory seminars to the basic sciences. Orientation activities, as well as assistance in "settling in", are included.

Typically the academic coursework includes medical microscopic anatomy and biostatistics for full credit. The structured introductory seminars in biochemistry afford the student an opportunity to receive a complete and thorough overview of the course which is taken during the first semester.

A summer grant defrays the cost of tuition, room charges and board.

Student Financial Assistance. The University will waive an application fee for economically disadvantaged students. All students desiring consideration for financial aid must complete the Financial Aid Form. A need assessment of this application reveals the amount of aid students are entitled to. The basis of financial aid for minority program participants is a grant provided by the Office of Special Support Services. Other federal and national foundation grants are also utilized. The combination of financial support sources meets the basic financial needs of minority students.

Other Pertinent Information. Three staff members are available to discuss individual concerns regarding residency training programs. During the Summer Program student interests are surveyed so that contact can be made with representatives from clinical departments. Staff physicians are invited to conduct seminars focused on specialties during the summer.

During the academic year minority physicians practicing in Iowa are invited to campus to conduct seminars focused on their research, private practice or personal experiences.

The successful efforts of this program can be viewed from a graduate perspective. Students typically obtain their choice of residency training programs. Graduates have entered: Internal Medicine, Family Practice, Obstetrics/Gynecology, Pediatrics, Ophthalmology, Pathology, Anesthesiology, Psychiatry, and Surgery.

Minority Applicants, Admissions, Matriculants and Enrollments for the Academic Years 1979 and 1980

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
1979-80												
Applied	—	—	—	—	—	—	—	—	—	—	—	—
Accepted	—	—	—	—	—	—	—	—	—	—	—	—
Matriculated	—	—	—	—	—	—	—	—	—	—	—	—
Enrolled												
First-Year	5	2/3	—	0	0/0	0	1	1/0	—	1	1/0	—
All Years	17	12/5	—	1	0/1	—	5	4/1	—	2	1/1	—
1980-81												
Applied	—	—	—	—	—	—	—	—	—	—	—	—
Accepted	—	—	—	—	—	—	—	—	—	—	—	—
Matriculated	—	—	—	—	—	—	—	—	—	—	—	—
Enrolled												
First-Year	5	4/1	—	0	0/0	0	5	5/0	—	1	1/0	—
All Years	19	13/6	—	1	0/1	—	8	7/1	—	2	1/1	—

— Indicates data not available

Minority Students Graduated for the Academic Years 1978 to 1981

Minority Group	1978-79	1979-80	1980-81	1981-82 (est.)
Black American	7	5	3	4
American Indian	1	—	—	1
Mexican American/Chicano	—	—	1	1
Mainland Puerto Rican	—	—	—	1

**University of Kansas
School of Medicine**

**Address inquiries to
Melvin Williams
Director of Affirmative Action and
Associate Vice Chancellor
University of Kansas
School of Medicine
39th and Rainbow Boulevard
Kansas City, Kansas 66103
(913) 588-1206**

Recruitment. The University of Kansas Medical School has developed a comprehensive recruitment, development, and retention program for individuals from minority/disadvantaged groups. The major goal of the training program is to provide disadvantaged communities in the State of Kansas and the nation with an increased representation of medical practitioners from minority/disadvantaged backgrounds. This effort will utilize University of Kansas Medical School faculty, staff, students, and community groups active in the recruitment of minority disadvantaged students for medicine. The minority/disadvantaged students recruitment and development program has the following objectives: 1) recruitment of minority/disadvantaged students at the undergraduate level; 2) achievement of adequate preparation of incoming minority/disadvantaged students; and 3) achievement of maximum retention of minority/disadvantaged students. An assessment and support system has been activated to help minority/disadvantaged students overcome educational difficulties, financial problems, or socio-emotional impediments.

Admissions. We have no special screening committee for minority students. However, Black Americans, Mexican Americans, Puerto Rican Americans, and Native American Indians are given careful consideration since individuals from the aforementioned groups are underrepresented and underutilized in medicine.

Academic Aid Programs. Ongoing tutorial and counseling programs have been established to ensure that minority/disadvantaged students not only matriculate in medical school but also graduate.

Student Financial Assistance. Scholarship microscopes are available to medical students during their preclinical training. The University of Kansas Endowment Association provides scholarship and loan assistance to medical students. The University of Kansas School of Medicine has an "Emergency Scholarship Fund for Minority Students." Guaranteed bank loans are also available. Minority students will be assured of adequate financial support through scholarships and loans.

**Minority Applicants, Admissions, Matriculants and
Enrollments for the Academic Years 1979 and 1980**

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
1979-80												
Applied	144	—	23	2	—	50	16	—	18	12	—	8
Accepted	19	—	90	1	—	100	1	—	100	0	0/0	0
Matriculated	10	—	100	1	—	100	1	—	100	0	0/0	0
Enrolled												
First-Year	11	6/5	—	1	0/1	—	1	1/0	—	1	0/1	—
All Years	33	19/14	—	2	1/1	—	3	3/0	—	1	0/1	0
1980-81												
Applied	111	—	20	1	—	0	15	—	20	7	—	0
Accepted	12	—	83	0	0/0	0	1	—	100	0	0/0	0
Matriculated	6	—	100	0	0/0	0	1	—	100	0	0/0	0
Enrolled												
First-Year	11	7/4	—	0	0/0	0	1	0/1	—	0	0/0	0
All Years	30	17/13	—	2	1/1	—	2	1/1	—	1	0/1	—

— Indicates data not available

**Minority Students Graduated for the
Academic Years 1978 to 1981**

Minority Group	1978-79	1979-80	1980-81	1981-82 (est.)
Black American	3	10	3	3
American Indian	—	—	1	1
Mexican American/Chicano	—	2	—	—
Mainland Puerto Rican	2	1	—	—

**University of Kentucky
College of Medicine**

Address inquiries to
Katherine A. Hicks
Director
Student Development Programs
University of Kentucky
College of Medicine
800 Rose Street
Lexington, Kentucky 40536
(606) 233-5141

Recruitment. The University of Kentucky has a commitment to provide health career information and counseling to high school and college students from minority and low-income groups in an effort to ensure such students an opportunity to be admitted to and succeed in medical school.

Through the Health Careers Opportunity Programs, students are identified early in high school, and assisted in making relevant educational choices and plans for their pre-medical education. Students are identified through counselors, teachers, premedical advisors, regional liaison persons, and other students.

Admissions. The Committee on Admissions is composed of basic science and clinical faculty members, senior medical students, community practitioners and an at-large health consumer.

Academic Support Programs. The purpose of the Section for Student Development Programs is to provide all students of the College of Medicine with assistance in achieving their educational goals and in adjusting to the special demands of medical education. The following programs are available to students: 1) individual and group counseling based upon a personal needs assessment; 2) educational resources, i.e., audio tapes of first and second year lectures, old exam file, class notes, texts and

review materials, and handouts; 3) special testing preparation, i.e., national licensure exams; 4) tutorial service; 5) an eight week summer program; 6) one week Prematriculation Program; 7) Support Groups; 8) Library Skills Program; 9) Student/Faculty luncheon forums; and 10) computer programs.

Summer Programs. The goal of the Summer Supplemental Program is to provide accepted first-year medical students with experiences that will facilitate academic, environmental, and emotional adjustment to medical school. Participation in this program enables students to begin medical school with greater ease and competency. Lectures in histology, gross anatomy, and biochemistry are included. The prematriculation program is open to any entering student who desires an early orientation to the College and to the community. Time is provided for gaining familiarity with the curriculum, meeting one's classmates, and securing housing.

Student Financial Assistance. Application fees are automatically waived for candidates to whom AMCAS grants fee waivers, or if a special request is made for a fee waiver. The College of Medicine works closely with students to establish a reasonable financial budget and to provide financial assistance within the resources available.

Recruitment. In July 1981 the University of Louisville established the Office of Professional and Graduate Minority Affairs. The function of this office is to act as an Advocate, resource recruitment arm, and provide retention monitoring for minority students.

Additionally, the Professional and Graduate Minority Affairs Office serves as support to the Medical School. The Professional and Graduate Minority Affairs Office aids in the recruitment and retention of minorities into medicine.

The Student National Medical Association (SNMA) also assists in the recruitment and identification of minorities through its participation and sponsoring of a "Health Careers Day."

Regional high school students attend and talk with faculty and students at the School of Medicine each spring.

The Director of the Professional and Graduate Minority Affairs Office contacts prospective minority students in Kentucky and surrounding states encouraging them to apply.

Admissions. The School of Medicine does not have a separate admissions committee for screening minority applicants. The Director of the Professional and Graduate Minority Affairs Office works closely with the Associate Dean of Admissions and acts as an advocate for minority applicants.

A minority representative serves as a voting member of the admissions committee and the Director of Professional and Graduate Minority Affairs serves as an ex-officio member of the admissions committee.

The admissions committee emphasizes grade point average, MCAT scores and an

interview rating. The committee gives special consideration to minority applicants, particularly if they are Kentucky residents, but not exclusively.

Minority applicants are encouraged to contact the school directly as soon as they have submitted their application.

Academic Aid Program. Minority students accepted or enrolled at the University of Louisville School of Medicine are encouraged to take advantage of the universities' counseling center and tutorial programs. The counseling center provides study skills, reading and time management seminars on an individual or group basis.

Students who encounter difficulties are provided with tutors. A faculty advisor is assigned to each freshman student. The Assistant Dean for Student Affairs and the Office of Professional and Graduate Minority Affairs are available for individual counseling or advisement.

The School of Medicine's Promotions Committee ultimately determines retention of any student who does not pass a course and the Director of Professional and Graduate Minority Affairs serves as an ex-officio member and advocate for minority students.

Student Financial Assistance. The University of Louisville School of Medicine waives the application fee for disadvantaged minority students.

We cannot at present offer financial assistance for interview trips.

The university, in the past, has offered full tuition scholarships for disadvantaged minority students.

Recruitment. The LSU School of Medicine in New Orleans plays a very active role in the recruitment of minority students. The Office of Minority Affairs coordinates recruitment primarily at the college level. Plans are presently being made to extend our recruitment efforts to the high school level beginning July, 1982.

Our recruitment efforts encompass an integrated program of visits, lectures, films, tours, and actual aid in completing applications.

Admissions. Although every consideration is given to each minority applicant, the School of Medicine has no special admissions policies or procedures for minority applicants.

The Coordinator of Minority Affairs is a voting member of the Admissions Committee and works closely with enrolled medical students, faculty, and administrators to provide every consideration for each minority applicant.

Academic Aid Programs. The School of Medicine has a tutorial program in the basic sciences, as well as in the clinical areas. These tutorial programs are available to all students. Study-skills courses are available on a volunteer basis.

Summer Programs. A Summer Enrichment Program for high school students is presently being developed.

Student Financial Assistance. LSU has a full program of financial assistance, including scholarship and loan funds, as well as work-study programs. Anyone accepted at our School can receive necessary assistance without any undue hardship.

It is anticipated that approximately 10 full scholarships will be made available to entering minority freshmen beginning June, 1982.

Minority Applicants, Admissions, Matriculants and Enrollments for the Academic Years 1979 and 1980

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
1979-80												
Applied	50	29/21	26	11	9/2	36	11	8/3	18	3	1/2	0
Accepted	3	1/2	67	2	2/0	50	0	0/0	0	0	0/0	0
Matriculated	0	0/0	0	1	1/0	0	0	0/0	0	0	0/0	0
Enrolled												
First-Year	0	0/0	0	1	1/0	0	0	0/0	0	1	0/1	100
All Years	12	8/4	100	3	3/0	33	5	3/2	80	1	0/1	100
1980-81												
Applied	32	24/8	31	7	6/1	43	10	9/1	10	3	3/0	0
Accepted	3	2/1	100	0	0/0	0	0	0/0	0	0	0/0	0
Matriculated	1	1/0	100	0	0/0	0	0	0/0	0	0	0/0	0
Enrolled												
First-Year	1	1/0	100	0	0/0	0	0	0/0	0	0	0/0	0
All Years	11	8/3	100	2	2/0	50	5	3/2	80	1	0/1	100

Minority Students Graduated for the Academic Years 1978 to 1981

Minority Group	1978-79	1979-80	1980-81	1981-82 (est.)
Black American	5	1	5	2
American Indian	0	1	0	1
Mexican American/Chicano	2	0	5	3
Mainland Puerto Rican	0	0	0	0

Minority Applicants, Admissions, Matriculants and Enrollments for the Academic Years 1979 and 1980

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
1979-80												
Applied	38	30/8	8	2	1/1	0	5	2/3	0	2	2/0	0
Accepted	4	4/0	50	0	0/0	0	0	0/0	0	0	0/0	0
Matriculated	1	1/0	0	0	0/0	0	0	0/0	0	0	0/0	0
Enrolled												
First-Year	1	1/0	0	0	0/0	0	0	0/0	0	0	0/0	0
All Years	7	5/2	14	1	1/0	100	0	0/0	0	0	0/0	0
1980-81												
Applied	54	32/22	31	1	1/0	0	5	3/2	0	2	1/1	0
Accepted	7	4/3	57	0	0/0	0	0	0/0	0	0	0/0	0
Matriculated	6	4/2	67	0	0/0	0	0	0/0	0	0	0/0	0
Enrolled												
First-Year	6	4/2	67	0	0/0	0	0	0/0	0	0	0/0	0
All Years	12	8/4	42	1	1/0	100	0	0/0	0	0	0/0	0

Minority Students Graduated for the Academic Years 1978 to 1981

Minority Group	1978-79	1979-80	1980-81	1981-82 (est.)
Black American	3	4	3	1
American Indian	0	0	0	1
Mexican American/Chicano	0	0	0	0
Mainland Puerto Rican	0	0	0	0

Minority Applicants, Admissions, Matriculants and Enrollments for the Academic Years 1979 and 1980

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
1979-80												
Applied	—	—	—	—	—	—	—	—	—	—	—	—
Accepted	—	—	—	—	—	—	—	—	—	—	—	—
Matriculated	—	—	—	—	—	—	—	—	—	—	—	—
Enrolled												
First-Year	6	1/5	—	0	0/0	0	0	0/0	0	0	0/0	0
All Years	16	6/10	—	0	0/0	0	0	0/0	0	0	0/0	0
1980-81												
Applied	—	—	—	—	—	—	—	—	—	—	—	—
Accepted	—	—	—	—	—	—	—	—	—	—	—	—
Matriculated	—	—	—	—	—	—	—	—	—	—	—	—
Enrolled												
First-Year	7	4/3	—	0	0/0	0	0	0/0	0	0	0/0	0
All Years	20	11/9	—	1	1/0	—	1	0/1	—	0	0/0	0

— Indicates data not available

Minority Students Graduated for the Academic Years 1978 to 1981

Minority Group	1978-79	1979-80	1980-81	1981-82 (est.)
Black American	2	4	3	4
American Indian	2	0	0	0
Mexican American/Chicano	0	0	0	0
Mainland Puerto Rican	1	1	2	1

Minority Applicants, Admissions, Matriculants and Enrollments for the Academic Years 1979 and 1980

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
1979-80												
Applied	42	30/12	100	3	2/1	100	1	1/0	100	2	0/2	100
Accepted	13	9/4	100	0	0/0	0	0	0/0	0	0	0/0	0
Matriculated	6	4/2	100	0	0/0	0	0	0/0	0	0	0/0	0
Enrolled												
First-Year	9	7/2	100	0	0/0	0	0	0/0	0	0	0/0	0
All Years	22	15/7	100	0	0/0	0	1	1/0	100	0	0/0	0
1980-81												
Applied	43	23/20	100	—	—	—	—	—	—	—	—	—
Accepted	13	4/9	100	—	—	—	—	—	—	—	—	—
Matriculated	5	2/3	100	—	—	—	—	—	—	—	—	—
Enrolled												
First-Year	8	4/4	100	0	0/0	0	0	0/0	0	0	0/0	0
All Years	25	16/9	100	1	1/0	100	7	4/3	100	0	0/0	0

— Indicates data not available

Minority Students Graduated for the Academic Years 1978 to 1981

Minority Group	1978-79	1979-80	1980-81	1981-82 (est.)
Black American	4	2	7	4
American Indian	1	0	0	1
Mexican American/Chicano	0	0	0	1
Mainland Puerto Rican	0	0	0	0

**Louisiana State University
School of Medicine in Shreveport**

Address inquiries to
Dr. William T. McElroy, Jr.
Associate Dean for Admissions & Records
Louisiana State University
School of Medicine in Shreveport
P.O. Box 33932
Shreveport, Louisiana 71130
(318) 226-3190

Recruitment. The Associate Dean for Special Projects annually visits all area high schools to interest students in our special 6-year B.S.-M.D. program and to encourage plans for medical careers.

The Associate Dean for Student Affairs annually visits a local Black College (Southern University) on "Careers Day" to encourage application to our School of Medicine. The Dean also works with premedical counselors to encourage minority advising and recruitment at state and local colleges.

Admissions. There are no special admissions procedures at LSU. All applicants are considered by the regular Admissions Committee. However, for minority students, other factors such as the MCAT scores are sensitively weighed.

Academic Aid Programs. Special tutoring for students in academic difficulty is available at all times.

Student Financial Assistance. All students are awarded financial assistance with demonstrated need as the sole basis for consideration. Beginning in 1982, the school will have a given number of \$5,000 per year scholarships to offer entering 1st year Black medical students.

Other Pertinent Information. Because of the nature of current admissions policies, all applicants, including minority applicants, should be state residents in order to be considered for admission.

Recruitment. Tulane's Medical Education Reinforcement and Enrichment Program has been expressly designed to identify, recruit, admit, retain, and graduate minorities and/or disadvantaged students both at the premedical and medical levels. Although the target geographic regions for our recruitment program are the Southeastern and Southwestern regions of the United States, we welcome applications from students from all states. Our faculty members, students, and administrators visit colleges in the target regions to meet and counsel undergraduate students and their advisors. Information is disseminated about aspects of medical education in general and specifically about Tulane's programs.

Admissions. Tulane does not have a separate minority student admissions committee. The Admissions Committee presently consists of two minority representatives (1 student and 1 faculty) out of a possible 15 members. All applications are reviewed in a uniform manner with the intent of the Committee being to admit the best class possible in light of the goals and policies of the School of Medicine.

Academic Aid Programs. There is no special program for new matriculants prior to the regular academic program that commences in the late summer. However, new students who desire special help may inquire about courses offered in the summer at Tulane or other local universities, and they may enroll if they are so inclined.

The retention programs provide personalized educational assistance during the regular academic year as well as during the summer months. The Academic Year Tutorial Program provides tutorial assistance in the areas of anatomy, biochemistry, physiology,

pharmacology, pathology, and to some extent, physical diagnosis and laboratory medicine. Tutoring is given by medical or graduate tutors. The Summer Directed Study Program consists of supervised study periods on a regularly scheduled basis augmented by lectures. This program's essential purpose is to provide accepted students in academic difficulty with a formal session of concentrated reviews and with individual tutorial assistance. After participation, the student takes an examination in the area of academic difficulty for removal of a conditional grade.

Summer Programs. Tulane's Summer Reinforcement and Enrichment Program is primarily a motivational program for undergraduate premedical students. Many of the minority students who have enrolled at the Tulane School of Medicine have participated in the summer program. Summer program participants are given an introduction to the medical school curriculum, assigned to assist faculty members as research assistants, given review sessions for the MCAT, and participate in seminars and lecture demonstrations. Clinical exposure is also an integral part of the program. Faculty members for this program represent most of the New Orleans area colleges and universities, including Loyola, Dillard, Southern, Xavier, UNO, and Tulane Universities.

Student Financial Assistance. We have no application fee waivers and no provision for help for interview trips. We do, however, provide interviewers in various geographic areas.

Inquiries concerning financial aid should be directed to the Chairman of the Financial Aid Committee, Tulane Medical School, New Orleans, LA 70112.

**The Johns Hopkins University
School of Medicine**

Address inquiries to
Dr. Roland Smoot
Assistant Dean of Student Affairs
The Johns Hopkins University
School of Medicine
Administration Building 115
720 Rutland Avenue
Baltimore, Maryland 21205
(301) 955-3416

Recruitment. During the year, members of the Admissions Committee, minority members of the Student Body, and the Assistant Dean of Student Affairs travel to various parts of the country visiting pre-medical advisors and students at many undergraduate colleges to provide information and answers to questions concerning The Johns Hopkins University School of Medicine. In addition, mailings are sent to many candidates selected from the Med-MAR listing to inform them of opportunities at Johns Hopkins and to encourage them to apply for admission. For applicants who have been selected for interviews, orientation visits are held. Similar tours are also arranged for premedical students interested in applying to Johns Hopkins.

At the high school level, several of the minority medical students speak to the student body of local (Baltimore) high schools with large minority enrollments and to the high school that they previously attended to enlighten the student body of the opportunities in medicine and to encourage them to pursue such a course.

Admissions. There are no special committees for reviewing minority applicants; they are considered on an equal basis with other applicants.

The factors that are strongly considered by the Admissions Committee are: 1) Recommendations by the pre-med committee and/or faculty members, 2) Proficiency in college courses, especially the sciences, 3) Involvement in other activities, such as

school government, school and class programs, and programs related to the community, and 4) Performance on MCAT.

Academic Aid Programs. After matriculation, special tutorial programs are available to all students exhibiting difficulty as well as those who request help. These programs or courses are individualized and structured in such a manner as to meet the particular needs or deficiency of the students.

All matriculants in the School of Medicine are assigned a student advisor as well as a faculty advisor upon admission to the School of Medicine. An immediate relationship is established with both advisors.

Summer Programs. There are no such programs at this time.

Student Financial Assistance. Minority and disadvantaged students are able to seek financial aid. Such aid is only given on a need basis. Scholarships are provided after the student has borrowed the unit loan, a figure set yearly which is the mandatory amount a student must borrow in the year before becoming eligible for scholarship monies. Given the unit loan, all of the students' financial need for a given year can then be made up in scholarship dollars. This is a process which is available to every student in financial need.

The application fee can be waived in the cases of financial need, if a letter from the Dean or Pre-Med Advisor is sent to certify the applicants' inability to pay the fee.

**University of Maryland
School of Medicine**

Address inquiries to
Dr. Robert L. Harrell, Jr.
Assistant Dean for Student Affairs
University of Maryland
School of Medicine
660 W. Redwood Street
Baltimore, Maryland 21201
(301) 528-7689

Recruitment. The University of Maryland School of Medicine is sincerely involved in the recruitment of minority students, especially those who are Maryland residents. Recruitment activities are focused at the undergraduate and high school levels. These include orientation visits to the School of Medicine by prospective applicants and field visits to feeder institutions by administrators, faculty and medical students. The purpose of these visits is to provide a series of positive experiences for prospective applicants so that their interest in medicine will be sustained. In addition, we expect these activities to increase the enrollment at the University of Maryland School of Medicine.

The University of Maryland recently instituted an honors preprofessional (including premedical) program at its Eastern Shore Campus which leads directly to enrollment in the School of Medicine. The premedical program was developed and is being implemented jointly by the University of Maryland Eastern Shore and the University of Maryland School of Medicine.

Admissions. We do not have a special Admissions Committee which considers only minority applicants. However, the Office of Student Affairs does have a Minority Affairs section that is intimately involved in the recruitment and retention of minority students.

Academic Aid Programs. During the academic year, our Office of Medical Education provides academic assistance to all students in the form of student tutors and audio-visual, self-instructional materials. In addition, the Office of Student Affairs has instituted a Monitoring System for the early identification and intervention of students in academic difficulty.

Summer Programs. If accepted, students are offered an academic reinforcement program during the summer prior to matriculation. The program provides introductory courses in first-year basic science subjects, a course in study techniques, and planned orientation discussions with students and faculty.

Student Financial Assistance. The application fee can be deferred upon request, but it cannot be waived. For further information, contact Mr. Wayne Smith in the Admissions Office.

A variety of university, state, and federally funded programs provide financial aid to needy students. In addition, some funds are specifically provided to aid minority students. Detailed information on programs and application procedures can be obtained by contacting the student Financial Aid Office.

Minority Applicants, Admissions, Matriculants and Enrollments for the Academic Years 1979 and 1980

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
1979-80												
Applied	28	16/12	—	—	—	—	—	—	—	—	—	—
Accepted	10	7/3	—	—	—	—	—	—	—	—	—	—
Matriculated	2	2/0	—	—	—	—	—	—	—	—	—	—
Enrolled												
First-Year	2	2/0	—	1	1/0	—	0	0/0	0	0	0/0	0
All Years	8	6/2	—	2	2/0	—	0	0/0	0	0	0/0	0
1980-81												
Applied	40	20/20	—	—	—	—	—	—	—	—	—	—
Accepted	14	9/5	—	—	—	—	—	—	—	—	—	—
Matriculated	8	3/5	—	—	—	—	—	—	—	—	—	—
Enrolled												
First-Year	8	3/5	—	0	0/0	0	0	0/0	0	1	0/1	—
All Years	12	6/6	—	2	2/0	—	0	0/0	0	1	0/1	—

— Indicates data not available

Minority Students Graduated for the Academic Years 1978 to 1981

Minority Group	1978-79	1979-80	1980-81	1981-82 (est.)
Black American	0	1	4	2
American Indian	—	—	—	—
Mexican American/Chicano	—	—	—	—
Mainland Puerto Rican	—	—	—	—

Minority Applicants, Admissions, Matriculants and Enrollments for the Academic Years 1979 and 1980

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
1979-80												
Applied	295	—	—	28	—	—	212	—	—	—	—	—
Accepted	20	—	—	0	0/0	0	15	—	—	—	—	—
Matriculated	10	—	—	0	0/0	0	4	—	—	—	—	—
Enrolled												
First-Year	12	8/4	—	0	0/0	0	0	0/0	0	0	0/0	0
All Years	37	23/14	—	2	1/1	—	2	1/1	—	2	2/0	—
1980-81												
Applied	275	—	—	19	—	—	204	—	—	—	—	—
Accepted	31	—	—	0	0/0	0	18	—	—	—	—	—
Matriculated	10	—	—	0	0/0	—	7	—	—	—	—	—
Enrolled												
First-Year	11	4/7	—	0	0/0	0	1	1/0	—	0	0/0	0
All Years	43	23/20	—	2	1/1	—	2	1/1	—	2	2/0	—

— Indicates data not available

Minority Students Graduated for the Academic Years 1978 to 1981

Minority Group	1978-79	1979-80	1980-81	1981-82 (est.)
Black American	12	6	10	10
American Indian	1	0	1	1
Mexican American/Chicano	0	1	0	1
Mainland Puerto Rican	0	1	0	2

**Minority Applicants, Admissions, Matriculants and
Enrollments for the Academic Years 1979 and 1980**

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
1979-80												
Applied	136	91/45	—	8	—	—	22	—	—	20	—	—
Accepted	21	—	—	—	—	—	—	—	—	—	—	—
Matriculated	15	—	—	—	—	—	—	—	—	—	—	—
Enrolled												
First-Year	15	12/3	—	0	0/0	0	0	0/0	0	0	0/0	0
All Years	26	21/5	—	0	0/0	0	0	0/0	0	0	0/0	0
1980-81												
Applied	173	92/81	—	3	—	—	28	—	—	19	—	—
Accepted	24	—	—	—	—	—	—	—	—	—	—	—
Matriculated	15	—	—	—	—	—	—	—	—	—	—	—
Enrolled												
First-Year	15	13/2	—	0	0/0	0	2	1/1	—	0	0/0	0
All Years	36	31/5	—	1	1/0	—	3	2/1	—	0	0/0	0

— Indicates data not available

**Minority Students Graduated for the
Academic Years 1978 to 1981**

Minority Group	1978-79	1979-80	1980-81	1981-82 (est.)
Black American	3	4	2	3
American Indian	—	—	—	1
Mexican American/Chicano	—	—	—	1
Mainland Puerto Rican	—	—	—	—

**Uniformed Services University of the Health Sciences
School of Medicine**

**Address inquiries to
Ronald G. Wallace, Lt. Col, USAF
Director**

**Accession of Qualified Underrepresented
Applicants Office
Uniformed Services University of the Health Sciences
School of Medicine
4301 Jones Bridge Road
Bethesda, Maryland 20814
(301) 295-3385/3101**

Recruitment. The Uniformed Services University of the Health Sciences was founded to educate health care professionals for careers in the Uniformed Services of the Federal government. Being a national resource, the School of Medicine engages in comprehensive, country-wide recruiting. It regularly sends descriptive materials to all of the undergraduate colleges throughout the United States to make as many individuals as possible aware of its existence and purposes. Recipients of this literature include all college presidents, all librarians, and all chief premedical advisors. Officials of the School, both faculty and staff, also visit undergraduate colleges to meet with potential applicants and advisors. Schools having a predominantly minority enrollment are among the institutions visited. An affirmative action and equal opportunity employer, the School of Medicine works closely with professional organizations, private groups and Federal agencies whose objective is to promote equal advantages of minorities and underprivileged groups. Contact with minority premedical organizations and societies is desired, and arrangements can be made upon request to either have these groups visit the School or have representatives of the School meet with them on their campuses. The School of Medicine has established a program called "AQUA" in its admissions office. AQUA stands for Accession of Qualified Underrepresented Applicants. Through AQUA, the School seeks to identify and encourage applicants from groups which are underrepresented in medicine. These categories include U.S. citizens who are women, Black Americans, American Indians/Alaskan Natives, Asian or Pacific Islanders, Mexican Americans, other Hispanics, and Puerto Ricans. Students are recruited for the AQUA Program through: ROTC, fraternities and sororities, AQUA brochure, funding, Med-MAR, OHRO grant proposal, Follow-up Program of Minority Applications, Interview Assistance Pro-

gram, AQUA data maintenance, follow-up of selected applicants extended offers, Special AQUA Program Recruitment Initiatives, and College and University Recruitment Program.

Admissions. Members of the Committee on Admissions have attended workshops designed to sensitize them to special issues in the consideration of minority and disadvantaged candidates. There are no special procedures for consideration of minority candidates; however, the Committee on Admissions considers the disadvantages and obstacles candidates have faced when it assessed their achievements. While there is minority and female representation on the Committee on Admissions, these members have been appointed as part of their normal faculty duties, with no special requirement to act as spokespersons for any particular group of applicants.

Academic Aid Programs. At the present time, all remedial work is offered on an individual basis.

Summer Programs. Since the School of Medicine is in session for 48 weeks of the year, no special summer programs can be offered after matriculation.

Student Financial Assistance. There are no fees or tuition at the School of Medicine. Students are Reserve Commissioned Officers on active duty in pay grade O-1 (second lieutenant in the Army or Air Force, ensign in the Navy, or junior assistant in the Public Health Service), and receive the full pay and allowances of that rank. This currently amounts to a salary of approximately \$16,000 per year for a student with no prior military service and no dependents.

The program of the School of Medicine is specifically designed for individuals who are motivated for careers in the Medical Corps of the Armed Forces or the Public Health Service.

**MARYLAND: Uniformed Services University of the Health Sciences
School of Medicine**

Graduates of the program will serve on active duty in one of the Uniformed Services for a minimum of seven years following completion of the doctor of medicine degree, with time spent in internship and

residency programs not being creditable toward this obligation.

There are no fees for application to the School of Medicine, other than the normal AMCAS charges.

**Boston University
School of Medicine**

Address inquiries to
Dr. Patricia N. Whitley
Assistant Dean
Phyllis J. Stevens
Director
Office of Minority Affairs
Boston University
School of Medicine
80 East Concord Street
Boston, Massachusetts 02118
(617) 247-6056

Recruitment. The Boston University School of Medicine (BUSM), is committed to the recruitment, admission and retention of minority students. Recruitment efforts coordinated by the Office of Minority Affairs (OMA) extended predominantly to the east coast. Our recruitment program involves visiting undergraduate schools to speak to individuals and groups, as well as summer premedical programs to interview prospective applicants.

There is an annual seminar workshop at BUSM sponsored by the Student National Medical Association for high school students who are interested in the health careers. The minority medical students attend conferences of minority premedical student groups, such as the ASPIRA Conferences, to attract more minority students to BUSM. As a result of our recruitment efforts, BUSM has maintained a 15% enrollment of minority students.

Admissions. We have no special Admissions Committee for minority students. The Office of Minority Affairs participates actively in the processing and screening of applications from minority students. The Assistant Dean is an active member of the Admissions Committee, participating in the medical school interviews and the selection process.

Academic Aid. Prior to entering medical school, minority students accepted by BUSM are invited to participate in a summer program. All students receive group or individual tutorial assistance as the need arises. Academic counseling is offered by the staff of the OMA and the Assistant Dean. In certain cases, an alternative pathway is available for students to adopt a decelerated schedule for completion of their medical studies.

Summer Programs. The Pre-entrance Program is a six-week academic enrichment program for minority students accepted by BUSM. While participation is voluntary, the OMA strongly encourages the incoming minority students to enroll in this summer program. Instruction is given by first-year medical school faculty in gross anatomy, histology and biochemistry. There is also an intensive integrated instruction in study skills and testing. The program is designed to facilitate the transition from college to medical school.

Student Financial Assistance. Application fees are waived upon request when proof of need is submitted. The Financial Aid Office actively works with students in identifying sources or direct grants, loans and service commitment programs.

Harvard Medical School

Address inquiries to
Dr. Alvin F. Poussaint
Associate Dean of Student Affairs
Harvard Medical School
25 Shattuck Street
Boston, Massachusetts 02115
(617) 732-1572

Recruitment. Harvard has a number of programs that are geared toward increasing the number of minorities in the health fields. The Harvard Medical School employs a full-time recruiter who coordinates the recruitment of minority group students through a fall mailing to students registered on the Med-MAR list published by the AAMC. Regional recruitment trips to college campuses are conducted by minority medical students in the spring. Students are welcome to visit the Medical School, browse through Countway Medical Library, have lunch at Vanderbilt Hall, and talk with our medical students anytime they are in the Boston area.

Admissions. Although minority group students are admitted through the regular admissions process, the subcommittee which screens and evaluates these applicants is represented by both faculty and students from different minority groups. The factors which we emphasize in the selection of applicants are academic strength, community commitment and leadership ability.

Academic Aid Programs. Some of the minority students that we admit are invited to attend summer school prior to their matriculation in the fall in order to take additional science courses if they feel such a need. The tuition, application and registration fees, one-way transportation to Boston, and room and board for these students are paid by Harvard Medical School. There are also tutors available in the basic sciences during the first two years for students who have any academic difficulty. All minority group students go through the regular program.

Summer Programs. We have a Health Professions Summer Program that is open to college students from around the country. Students attend this program for one or two summers and receive special help in the sciences as well as an introduction to some aspects of clinical medicine. The program usually admits 120 students.

In conjunction with the Coordinator of the Health Professions Summer Program and the Medical School Office of Admissions, interviews are arranged for the participants of the summer program.

Student Financial Assistance. We honor requests for application fee waivers but stipulate that a letter from the Financial Aid Office of the undergraduate college and/or graduate school be sent to our Office of Admissions affirming the student's financial situation. Upon receipt of this letter, the fee waiver is granted.

Harvard Medical School uses a needs analysis system which treats each student the same as all the others, i.e., it is the student's economic situation rather than his minority status which governs the financial aid award. Since a larger percentage of minority students has financial need than do non-minority students, it follows that minority students receive a larger percentage of financial aid funds than the percentage they represent in the student body. Harvard Medical School has no special funding nor special funding formula for minority or disadvantaged students. Rather all candidates for financial aid are evaluated uniformly, and any student eligible for scholarship aid may receive assistance from general scholarship funds. For 1981-82 the average scholarship for all first year scholarship recipients was \$3066, and the unit loan for all financial aid recipients was \$10,300.

Minority Applicants, Admissions, Matriculants and Enrollments for the Academic Years 1979 and 1980

	Black American			American Indian			Mexican American/Chicano*			Mainland Puerto Rican		
	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
1979-80												
Applied	72	29/43	—	2	1/1	100	1	1/0	—	0	0/0	0
Accepted	18	7/11	100	2	1/1	100	0	0/0	0	0	0/0	0
Matriculated	9	3/6	100	0	0/0	0	0	0/0	0	0	0/0	0
Enrolled												
First-Year	14	6/8	—	0	0/0	0	0	0/0	0	0	0/0	0
All Years	48	26/22	—	1	1/0	—	0	0/0	0	1	1/0	—
1980-81												
Applied	63	29/34	—	2	1/1	100	10	4/6	100	—	—	—
Accepted	14	4/10	100	0	0/0	0	3	2/1	100	—	—	—
Matriculated	6	2/4	100	0	0/0	0	1	1/0	100	—	—	—
Enrolled												
First-Year	9	4/5	—	0	0/0	0	1	1/0	100	0	0/0	0
All Years	37	16/21	—	0	0/0	0	0	0/0	0	1	1/0	—

— Indicates data not available

*Data includes Mexican American/Chicano and Mainland Puerto Rican categories.

Minority Students Graduated for the Academic Years 1978 to 1981

Minority Group	1978-79	1979-80	1980-81	1981-82 (est.)
Black American	4	14	8	10
American Indian	0	0	0	1
Mexican American/Chicano*	0	0	1	2
Mainland Puerto Rican	0	0	0	0

**Minority Applicants, Admissions, Matriculants and
Enrollments for the Academic Years 1979 and 1980**

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
1979-80												
Applied	130	—	—	16	—	—	23	—	—	39	—	—
Accepted	6	4/2	—	1	1/0	—	—	—	—	—	—	—
Matriculated	4	2/2	—	1	1/0	—	1	1/0	—	1	1/0	—
Enrolled												
First-Year	8	6/2	—	1	1/0	—	1	1/0	—	1	1/0	—
All Years	17	12/5	—	2	2/0	—	3	3/0	—	4	3/1	—
1980-81												
Applied	193	—	—	16	—	—	50	—	—	39	—	—
Accepted	8	4/4	—	1	1/0	—	—	—	—	—	—	—
Matriculated	4	2/2	—	1	1/0	—	3	3/0	—	1	1/0	—
Enrolled												
First-Year	4	2/2	—	1	1/0	—	0	0/0	0	2	1/1	—
All Years	20	13/7	—	3	3/0	—	3	3/0	—	4	3/1	—

— Indicates data not available

**Minority Students Graduated for the
Academic Years 1978 to 1981**

Minority Group	1978-79	1979-80	1980-81	1981-82 (est.)
Black American	—	1	2	5
American Indian	—	0	1	0
Mexican American/Chicano	—	0	2	1
Mainland Puerto Rican	—	1	0	0

**Minority Applicants, Admissions, Matriculants and
Enrollments for the Academic Years 1979 and 1980**

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
1979-80												
Applied	278	—	—	17	—	—	74	—	—	64	—	—
Accepted	20	—	—	1	—	—	5	—	—	17	—	—
Matriculated	9	6/3	—	0	0/0	0	3	1/2	—	8	7/1	—
Enrolled												
First-Year	11	7/4	—	0	0/0	0	3	1/2	—	8	7/1	—
All Years	43	20/23	—	1	0/1	—	8	3/5	—	24	15/9	—
1980-81												
Applied	294	—	—	12	—	—	62	—	—	52	—	—
Accepted	26	—	—	1	—	—	7	—	—	8	—	—
Matriculated	15	6/9	—	1	1/0	—	1	1/0	—	2	0/2	—
Enrolled												
First-Year	15	6/9	—	1	1/0	—	1	1/0	—	2	0/2	—
All Years	51	26/25	—	2	1/1	—	9	3/6	—	20	13/7	—

— Indicates data not available

**Minority Students Graduated for the
Academic Years 1978 to 1981**

Minority Group	1978-79	1979-80	1980-81	1981-82 (est.)
Black American	5	7	12	11
American Indian	0	0	0	1
Mexican American/Chicano	0	0	0	4
Mainland Puerto Rican	1	10	7	6

**University of Massachusetts
Medical School**

Address inquiries to
Dr. Edgar Smith
Provost
University of Massachusetts
Medical School
55 Lake Avenue, North
Worcester, Massachusetts 01605
(617) 856-2266

Recruitment. Minority group students from Massachusetts are identified through the Med-MAR listing and are invited to submit an application to the University of Massachusetts Medical School. Many are invited to the School for interviews with members of the Committee on Admissions. Enrolled students conduct tours and answer questions for applicants. Premedical advisors from many schools in the New England area are invited to the School for a program about the School and its admissions policy, including information for potential minority group applicants. Faculty members also visit colleges in the area to talk with premedical students and their advisors.

Students are always welcome to visit the Medical School, and opportunities to talk with our minority medical students can be arranged with advance notice.

Admissions. A single Committee on Admissions reviews all applications and selects the class, including minority students. This Committee includes members of minority groups represented on the faculty.

Academic Aid Programs. Tutorial assistance is available to all students having academic difficulty during the basic science years.

Summer Programs. A summer Enrichment Program is available for college students at the sophomore level and above. A group of students is selected to come to the University of Massachusetts Medical School to participate in an intensive 8 week educational experience. The objectives of the program are: to recruit and to retain individuals at the premedical level, to motivate students to actively pursue a medical career, to

familiarize students with the medical school environment and admissions process, to strengthen study skills and performance on the MCAT examination. Students are provided with a reasonable stipend and free housing at a nearby college campus facility.

Student Financial Assistance. The school honors requests for application fee waivers in cases where AMCAS has granted a waiver. All students may apply to the Massachusetts Board of Higher Education for scholarship grants. Each year, the Medical School receives a variable sum of money from the state to be awarded as scholarship grants. Various loans are also available. This money, along with restricted money from all other sources, is awarded solely on the basis of the comparative financial need of all students seeking aid.

Other Pertinent Information. All minority persons seeking admission to the Medical School who are legal residents of the Commonwealth of Massachusetts are strongly urged to apply for admission. It may be of special interest that while the School offers a medical curriculum which is designed to prepare students for any career within medicine, the University of Massachusetts Medical School has a special commitment to the primary care specialties, including family practice, internal medicine, and pediatrics.

The Massachusetts Legislature has required the University Board of Trustees to enter into a learning contract with each student accepted for admission. Under the learning contract, each student agrees to provide either service in the Commonwealth of Massachusetts or to repay a stipulated amount of money per year of study.

**Tufts University
School of Medicine**

Address inquiries to
Dr. James R. Morehead
Coordinator for Minority Affairs
Tufts University
School of Medicine
136 Harrison Avenue
Boston, Massachusetts 02111
(617) 956-6576

Recruitment. Recruitment is primarily aimed at the undergraduate level with concentration of efforts in the "local" (Boston, New England, and New York) areas. In addition, recruitment is also directed toward colleges in the southern, southwestern, and western areas. Most contacts are made by both faculty and students through premedical organizations on individual campuses, as well as through national or regional student meetings and career day programs.

Admissions. Minority student applications are evaluated by members of the Admissions Committee, which includes several minority faculty persons and minority students. Emphasis is directed toward an evaluation of the total person, including socioeconomic background and academic accomplishments.

Academic Aid Program: Throughout the academic program, tutorial aid in the form of individualized or group instruction by faculty, graduate students, and upperclassmen

is provided to minority students who request such aid.

Summer Programs. Prior to matriculation Tufts University School of Medicine offers a summer academic program for students accepted for admission. It is designed to help the accepted student develop general study skills for the medical school curriculum, review basic materials in preparation for the histology and biochemistry exemption examinations, and develop skills in using the microscope.

Student Financial Assistance. The application fee may be waived upon receipt of a letter from the undergraduate financial aid officer certifying that payment of the fee would constitute a financial burden, or by enclosure of a xerox copy of appropriate W-2 forms. In certain cases, regional interviews may be scheduled. Limited financial aid is available through institutional sources.

Recruitment. The College of Human Medicine has demonstrated a strong commitment to the recruitment and retention of applicants from populations currently underrepresented in today's medical profession. The following recruitment efforts are made to support this commitment. Visits are made to high schools, colleges, and universities in Michigan and the surrounding area. Special contacts are made with premedical college advisors. Visits are made to minority premedical summer opportunity programs. Faculty participate in local, state, and national conferences to discuss our efforts to attract and retain minority students. Emphasis is placed on early discussion of potential careers in medicine.

Admissions. In keeping with the above mentioned goals, the Committee on Admissions seeks to admit a class that is not only academically competent but also representative of a wide spectrum of personalities, backgrounds, talents and motivations. The College does not have a separate review system for minority applicants but strongly encourages applications from students who have the desire and the aptitude to become physicians but have experienced unequal educational opportunities for social, cultural, or racial reasons. Minority and other non-traditional applicants have been very competitive, and the College has shown steadily increasing enrollment. In the past two years, the College of Human Medicine has had minority (Black, Spanish-speaking and Native American) enrollment of 20%-25% of the entering class.

The requirements for admission are the new MCAT, two years of college and the specific course requirements which are outlined in the AAMC Medical School Admission Requirements book. Academic major is not a critical factor for admission; a solid background in the arts, humanities, or social sciences will be as much value to the future doctor as strong preparations in the biosciences. Completion of a four-year undergraduate program is not required

although the majority of all accepted students have a baccalaureate degree.

Academic Aid Programs. The Office of Student Affairs offers several support programs and numerous resources for all students. All students have an academic advisor who assists them in planning and scheduling the curriculum as well as provides other support help. The Office of Student Affairs provides tutors for all required courses. A Study Skills Consultant offers assistance to any student who desires improving his/her reading, writing, test-taking and/or study skills.

In addition, the curriculum is divided into three phases. Phase I provides an introductory overview of medicine. Phase II emphasizes the basic biological and behavioral sciences as well as the development of problem solving skills. Phase III includes the clinical training. There is an alternative curriculum which provides an opportunity for students to decelerate or accelerate their progress in Phase II. Students are encouraged (with the help of the advisor) to develop a realistic curriculum schedule which takes into consideration their own learning style and educational experiences as well as the course demands of the College.

Student Financial Assistance. The Michigan State University Office of Financial Aid has a staff to counsel medical students and assist them in financial planning. There are some scholarship and grants available to minority students. The Michigan State University Urban Affairs Programs awards an Equal Opportunity Program Fellowship for four years of medical education. The National Medical Fellowships Inc. provides assistance to first- and second-year students. All scholarships and grants awarded at Michigan State University are made on the basis of demonstrated financial need. Financial aid in the form of loans is available, e.g., Guaranteed Student Loan, National Direct Student Loan and the Health Professions Loan. Students are encouraged

Michigan State University College of Human Medicine: MICHIGAN

to begin financial planning for their medical school education early. If financial problems are anticipated, students are urged to

Speak with a counselor at the Office of Financial Aid or with the Director of Student Services.

**Minority Applicants, Admissions, Matriculants and
Enrollments for the Academic Years 1979 and 1980**

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
1979-80												
Applied	366	—	—	22	—	—	97	—	—	43	—	—
Accepted	29	15/14	—	0	0/0	0	5	5/0	—	5	2/3	—
Matriculated	18	11/7	—	0	0/0	0	4	4/0	—	4	2/2	—
Enrolled												
First-Year	18	11/7	—	0	0/0	0	4	4/0	—	4	2/2	—
All Years	76	43/33	—	1	0/1	—	24	19/5	—	18	9/9	—
1980-81												
Applied	356	—	—	22	—	—	109	—	—	40	—	—
Accepted	23	13/10	—	3	2/1	—	8	6/2	—	4	4/0	—
Matriculated	20	11/9	—	3	2/1	—	6	5/1	—	2	2/0	—
Enrolled												
First-Year	20	11/9	—	3	2/1	—	6	5/1	—	2	2/0	—
All Years	71	37/34	—	4	3/1	—	22	19/3	—	16	10/6	—

— Indicates data not available

**Minority Students Graduated for the
Academic Years 1978 to 1981**

Minority Group	1978-79	1979-80	1980-81	1981-82 (est.)
Black American	13	16	19	12
American Indian	0	0	1	1
Mexican American/Chicano	0	2	9	4
Mainland Puerto Rican	2	2	5	4

Minority Applicants, Admissions, Matriculants and Enrollments for the Academic Years 1979 and 1980

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
1979-80												
Applied	36	27/9	100	3	1/2	100	3	0/3	100	5	4/1	100
Accepted	4	2/2	100	0	0/0	0	0	0/0	0	2	1/1	100
Matriculated	4	2/2	100	0	0/0	0	0	0/0	0	1	1/0	100
Enrolled												
First-Year	5	2/3	100	0	0/0	0	0	0/0	0	1	1/0	100
All Years	18	12/6	100	0	0/0	0	0	0/0	0	3	2/1	100
1980-81												
Applied	24	13/11	100	2	2/0	100	0	0/0	0	4	2/2	100
Accepted	5	0/5	100	0	0/0	0	0	0/0	0	1	1/0	100
Matriculated	1	0/1	100	0	0/0	0	0	0/0	0	1	1/0	100
Enrolled												
First-Year	2	0/2	100	0	0/0	0	0	0/0	0	1	1/0	100
All Years	15	9/6	100	0	0/0	0	0	0/0	0	4	3/1	100

Minority Students Graduated for the Academic Years 1978 to 1981

Minority Group	1978-79	1979-80	1980-81	1981-82 (est.)
Black American	2	4	2	6
American Indian	0	0	0	0
Mexican American/Chicano	0	0	0	0
Mainland Puerto Rican	0	0	1	1

**Minority Applicants, Admissions, Matriculants and
Enrollments for the Academic Years 1979 and 1980**

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
1979-80												
Applied	293	190/103	—	12	9/3	—	94	73/21	—	66	43/23	—
Accepted	31	9/22	2	2	1/1	—	5	3/2	—	4	1/3	—
Matriculated	17	8/9	—	2	1/1	—	3	1/2	—	1	1/0	—
Enrolled												
First-Year	16	11/5	—	2	1/1	—	1	1/0	—	4	3/1	—
All Years	47	26/21	—	3	1/2	—	4	2/2	—	7	5/2	—
1980-81												
Applied	425	290/135	5	10	7/3	—	128	39/89	—	69	32/37	—
Accepted	35	11/24	3	2	1/1	—	4	2/2	—	6	1/5	—
Matriculated	15	9/6	3	—	—	—	3	2/1	—	4	0/4	—
Enrolled												
First-Year	20	9/11	3	1	0/1	—	3	1/2	—	3	1/2	—
All Years	51	24/27	—	3	1/2	—	5	1/4	—	9	6/3	—

— Indicates data not available

**Minority Students Graduated for the
Academic Years 1978 to 1981**

Minority Group	1978-79	1979-80	1980-81	1981-82 (est.)
Black American	7	15	8	12
American Indian	3	—	—	1
Mexican American/Chicano	0	2	3	1
Mainland Puerto Rican	4	—	1	2

Minority Applicants, Admissions, Matriculants and Enrollments for the Academic Years 1979 and 1980

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
1979-80												
Applied	162	85/77	49	7	4/3	29	47	34/13	4	12	9/3	8
Accepted	18	7/11	72	0	0/0	0	4	2/2	50	0	0/0	0
Matriculated	11	5/6	64	0	0/0	0	4	2/2	50	0	0/0	0
Enrolled												
First-Year	11	5/6	64	0	0/0	0	4	2/2	50	0	0/0	0
All Years	52	30/22	92	4	4/0	75	18	14/4	35	3	2/1	75
1980-81												
Applied	142	77/65	45	7	5/2	43	54	41/13	13	16	11/5	31
Accepted	16	10/6	75	0	0/0	0	3	2/1	67	4	2/2	50
Matriculated	9	6/3	78	0	0/0	0	3	2/1	67	4	2/2	50
Enrolled												
First-Year	9	6/3	78	0	0/0	0	3	2/1	67	4	2/2	50
All Years	45	28/17	92	1	1/0	0	17	12/5	35	6	3/3	50

Minority Students Graduated for the Academic Years 1978 to 1981

Minority Group	1978-79	1979-80	1980-81	1981-82 (est.)
Black American	17	10	9	13
American Indian	0	2	1	0
Mexican American/Chicano	4	4	3	6
Mainland Puerto Rican	1	0	0	2

**The University of Michigan
Medical School**

Address inquiries to
Dr. Ralph M. Gibson
Assistant Dean for Student Affairs
The University of Michigan
Medical School
2718 Furstenburg
Ann Arbor, Michigan 48109
(313) 763-2172

Recruitment. Minority students who achieve competitive scores on the Medical College Admission Test as reported in the Medical Minority Applicant Registry are sent letters which include extensive information about the Medical School, inviting them to apply. In addition, minority faculty members, house officers, and medical students make regular visits to a number of college health professions summer programs for minority students as well as to college minority health careers programs during the academic year. Medical students from the Recruitment Committee of the Black Medical Association make individual follow-up calls to interested applicants. Minority high school students who have been identified by their counselors and mathematics and science teachers as academically talented and interested in a career in the health sciences for an ongoing program conducted by the Undergraduate Admissions office, visit the Medical School to participate in the Out-Reach for Health Professions Program. They are encouraged to apply to the Premedical-Medical Integrated Program (Interflex) for high school graduates who can complete the requirements for the M.D. degree in six years or to apply to the Undergraduate School. If they matriculate in the latter, they are given access to the Medical School counselors for advice in arranging their undergraduate curriculum and for making referrals to appropriate student support services on the campus.

The Medical School participates in the Minority High School Student Summer Research Apprenticeship Program sponsored by the Division of Research Resources of the National Institute of Health. Each summer three or four local minority high school students who are recommended by their counselors are selected to participate in the eight week program for which they receive a stipend and in which they work with a member of the basic science faculty involved in an ongoing research investigation. To date, these students have enrolled in the undergraduate school and are

provided advice and counseling by both their faculty mentor and the Medical School counselors.

Admissions. The Admissions Committee at the University of Michigan Medical School is a diverse group which includes medical students, faculty, and administrators. Members of minority groups and women are represented on the Committee. While all applications to the Medical School are processed in a similar fashion, the chairman of the Admissions Committee has available the advice of faculty members and students who are particularly familiar with the problems of minority applicants.

Academic Aid Programs. For matriculated students, a study skills program and academic counseling are available in each of the courses. From time to time students who are having academic difficulty in the Medical School are permitted to proceed on a reduced schedule of courses. The understanding in these cases is that the student will complete the work of the first two years of medical school in three years.

Student Financial Assistance. Financial aid at the University of Michigan Medical School is provided solely on the basis of need. The Medical School has, in addition to the usual federal and national programs available to all medical students, an Opportunity Award Program funded by the Regents of the University. The money is available for grants to economically disadvantaged students.

A university grant permits the Admissions Committee to sponsor the application fee of a number of economically disadvantaged students. We are unable to finance trips for interviews.

Other Pertinent Information. The Medical School has a very effective counseling program which is available to all students. This program accounts for the very high retention rate of minority students.

**Wayne State University
School of Medicine**

Address inquiries to
Dr. Jane R. Thomas
Minority Affairs Officer
Wayne State University
School of Medicine
1269 Scott Hall
540 East Canfield
Detroit, Michigan 48201
(313) 577-1560

Recruitment. The Office of Recruitment at Wayne State University School of Medicine plans, directs and implements the medical school's minority recruitment activities. The primary purpose of the Recruitment Outreach Program is to provide an access system for students to the medical school and to aid prospective minority students in their efforts to become stronger candidates for admission to medical school. The intent of the outreach program is to increase the pool of minority applicants by strengthening the students' academic and personal background. It is the policy of the Office of Recruitment to establish communications and involvements with prospective minority applicants early in the admissions process. Selected Med-MAR registrants as well as Wayne State University and Detroit area college students are invited to participate in the program.

The School of Medicine Recruitment Office has a Premedical Career Counseling staff which provides academic and developmental counseling to students. The staff counselors work in the field serving target populations. The target populations are students in: 1) the Detroit Public Schools; 2) two and four year colleges, other than Wayne State University; and 3) undergraduate students enrolled in Wayne State University's premedical program.

The Summer Enrichment Program is available to students from the immediate community. It is designed to assist minority students in the area of goal clarification and motivation for the study of medicine. The development of academic skills is emphasized in the enrichment program. Thirty high school and college students are selected to participate in the summer program. Applicants are selected from the caseload of the Recruitment Outreach Program.

Admissions. All students are admitted through the school's Admissions Committee. Membership on the Admissions Committee includes minority and female faculty

members as well as students. Factors such as a broad educational background, competitive performance in the basic sciences and on the MCAT, related experiences in the biomedical field and personal characteristics are considered by the Admissions Committee.

Academic Aid Programs. Tutoring, academic and personal counseling are available on an individual and group basis to all medical students through the Office of Student Affairs. Faculty and advanced level students serve as tutors.

Summer Programs. Entering minority students are invited to participate in a summer program designed to facilitate the transition to medical school. The students are familiarized with the school and are introduced to the organ systems curriculum. Concepts in biochemistry, anatomy, histology, physiology and embryology are presented. The students' regular course work begins in the fall. Students are given an opportunity to work on those study skills pertinent to medical school. Counseling and directional work are provided to reinforce confidence. In addition, students are given the opportunity to meet faculty and advanced students.

Post-Baccalaureate Program. The Post-Baccalaureate Program assists students whose prior academic performances have been compromised by economic and educational disadvantages. The program offers a year of structured and intensive preparation for medical school. Fourteen students participate in the Post-Baccalaureate Program each year. Successful completion of the Program assures admission to Wayne State University's medical school. The program strengthens the student's academic and non-academic preparation for medical school. The program is divided into three semesters and a summer program. During the fall and winter semesters the students take specific science courses in the University's College of

MICHIGAN: Wayne State University School of Medicine

Liberal Arts. Course election is based on individual needs. Specially designed study skills and reading programs are provided. Students also receive personal counseling. The spring term classes are held at the medical school. Medical school faculty present anatomy, histology, bio-chemistry and physiology course material. The intent of this term's work is to facilitate the development of discipline and the necessary

mechanisms to handle the volume of work in medical school. During the summer the students participate in the Entering Freshman Summer Program described above.

Student Financial Assistance. All students admitted to Wayne State University's medical school who apply for financial aid are awarded assistance based on need and the availability of funds.

Recruitment. Mayo Medical School encourages minority students in high school and college, to become interested in medicine, and welcomes their applications at the appropriate time in their college education.

We establish contact with high schools and colleges in Minnesota, inform them of our interest in recruiting minority students, and visit minority premedical groups in Minnesota colleges and, occasionally, in out-of-state colleges. Thus far, we have had minority students from several Minnesota high schools and colleges, and most recently from University of California, Berkeley, Wartburg College, Waverly, Iowa, College of St. Teresa, Winona, and Carleton College, Northfield, enrolled as student trainees in Mayo laboratories during summer and interim periods.

Admissions. Because of significant financial support from the State of Minnesota, Mayo Medical School generally gives preferential consideration to Minnesotans. The minority population of Minnesota is low (less than 3%), so there is a small pool of Minnesotans and a larger pool of nonresidents. However, Mayo also welcomes applications from out-of-state minority students.

Entering classes at Mayo Medical School number about 40 students, of whom four or five are from outside Minnesota. For these positions, we receive 600-700 applications from Minnesotans, and more than 900 from students from other states.

A subcommittee of the Admissions Committee of Mayo Medical School reviews the applications of minority students before action by the full Committee.

At least one out-of-state minority applicant has been accepted each year since the school's inception in 1972. Five percent of the enrollment is from minority groups underrepresented in medicine. At the time this material was prepared, two Black Americans, one Mexican American, and one American Indian are expected to begin study here in September, 1981. Many of the

minority students enrolled have previously participated in student traineeships during the summers.

Academic Aid Programs. Mayo Medical School does not have a formal program either for preadmission academic reinforcement or for subsequent academic difficulty. However, since the school is small, a close personal relationship is maintained with all students, and any student in academic difficulty is offered help as soon as the need is manifest. We are prepared to offer whatever academic support is needed, including tutoring and repetition of a particular course or of an entire academic year.

Student Financial Assistance. Mayo Medical School does not impose an application fee. Out-of-state minority applicants asked to come for interviews may be reimbursed for the expense.

Financing of medical education is primarily the responsibility of the student and his family. Mayo Medical School has a modest financial aid fund, available mainly in the form of loans. This limited resource will be considered only after the student has explored all other forms of aid.

Counseling on financial aid is available to all students to ensure understanding of whatever financial assistance is likely.

Other Pertinent Information. There is an active branch of the Student National Medical Association on campus. Mayo Medical School occasionally hosts regional meetings and sponsors delegates to meetings held elsewhere.

The minority population of Minnesota is mostly concentrated in the Twin Cities of Minneapolis and St. Paul. However, Rochester's minority population, numerically insignificant, plays a significant role in community activities. The presence in Rochester of medical students of different racial and cultural backgrounds further enriches the community.

Minority Applicants, Admissions, Matriculants and Enrollments for the Academic Years 1979 and 1980

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
1979-80												
Applied	298	161/137	28	9	6/3	11	70	51/19	3	19	12/7	5
Accepted	26	15/11	54	2	2/0	50	2	1/1	0	1	1/0	100
Matriculated	8	6/2	55	2	2/0	50	0	0/0	0	0	0/0	0
Enrolled												
First-Year	12	8/4	75	2	2/0	50	0	0/0	0	0	0/0	0
All Years	56	35/21	77	5	4/1	80	4	3/1	75	3	1/2	25
1980-81												
Applied	308	189/119	25	10	9/1	30	52	36/16	13	26	14/12	23
Accepted	45	30/15	38	0	0/0	0	2	0/2	50	1	1/0	100
Matriculated	22	16/6	50	0	0/0	0	0	0/0	0	1	1/0	100
Enrolled												
First-Year	27	20/7	54	2	2/0	50	0	0/0	0	1	1/0	100
All Years	63	45/18	67	5	4/1	80	4	3/1	75	2	1/1	100

Minority Students Graduated for the Academic Years 1978 to 1981

Minority Group	1978-79	1979-80	1980-81	1981-82 (est.)
Black American	19	12	10	13
American Indian	0	0	2	0
Mexican American/Chicano	2	0	2	2
Mainland Puerto Rican	1	1	0	0

**Minority Applicants, Admissions, Matriculants and
Enrollments for the Academic Years 1979 and 1980**

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
1979-80												
Applied	264	137/127	44	3	2/1	33	18	14/4	11	8	5/3	25
Accepted	31	13/18	90	0	0/0	0	1	0/1	100	0	0/0	0
Matriculated	23	8/15	100	0	0/0	0	0	0/0	0	0	0/0	0
Enrolled												
First-Year	23	8/15	100	0	0/0	0	0	0/0	0	0	0/0	0
All Years	78	40/38	—	1	1/0	—	2	2/0	—	1	1/0	—
1980-81												
Applied	231	127/104	42	3	3/0	100	17	12/5	35	13	8/5	62
Accepted	28	15/13	93	1	1/0	100	2	1/1	100	3	2/1	100
Matriculated	18	10/8	94	1	1/0	100	2	1/1	100	2	1/1	100
Enrolled												
First-Year	18	10/8	94	1	1/0	—	2	1/1	100	2	1/1	100
All Years	82	39/43	—	1	1/0	—	2	1/1	—	3	2/1	—

— Indicates data not available

**Minority Students Graduated for the
Academic Years 1978 to 1981**

Minority Group	1978-79	1979-80	1980-81	1981-82 (est.)
Black American	15	16	26	14
American Indian	0	0	0	0
Mexican American/Chicano	0	1	0	1
Mainland Puerto Rican	2	0	1	0

**Minority Applicants, Admissions, Matriculants and
Enrollments for the Academic Years 1979 and 1980**

	Black American			American Indian			Mexican American/Chicano*			Mainland Puerto Rican		
	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
1979-80												
Applied	38	—	11	10	—	40	40	—	5	—	—	—
Accepted	4	3/1	50	0	0/0	0	2	2/0	0	—	—	—
Matriculated	2	2/0	50	0	0/0	0	2	2/0	0	—	—	—
Enrolled												
First-Year	2	2/0	100	0	0/0	0	2	2/0	0	—	—	—
All Years	8	5/3	100	1	1/0	100	3	3/0	0	—	—	—
1980-81												
Applied	40	—	13	4	—	25	40	—	3	—	—	—
Accepted	3	2/1	67	2	1/1	50	1	0/1	0	—	—	—
Matriculated	2	2/0	100	2	1/1	50	0	0/0	0	—	—	—
Enrolled												
First-Year	3	3/0	100	2	1/1	50	0	0/0	0	—	—	—
All Years	8	6/2	100	3	2/1	34	2	2/0	0	—	—	—

— Indicates data not available

* Data includes Mexican American/Chicano and Mainland Puerto Rican categories.

**Minority Students Graduated for the
Academic Years 1978 to 1981**

Minority Group	1978-79	1979-80	1980-81	1981-82 (est.)
Black American	0	2	3	1
American Indian	0	0	0	1
Mexican American/Chicano	0	1	0	0
Mainland Puerto Rican	1	0	0	0

**University of Minnesota, Duluth
School of Medicine**

Address inquiries to
Robert J. Diver
Community Program Specialist
University of Minnesota, Duluth
School of Medicine
Duluth, Minnesota 55812
(218) 726-7234

Recruitment. Field visits to colleges, universities, and high schools in Minnesota are a real part of our recruitment efforts. Recruitment also takes place at workshops, pow-wows, on reservations, and at community events. This is done basically by Robert Diver and Ruth Myers, who are the staff of the American Indian programs. Rarely would we expect non-Indians to recruit American Indians. Also, brochures and pamphlets explaining the programs are sent across the country by the American Indian recruiting office.

Admissions. The admissions process is the same as for the non-minority student. No one with 3 or more MCAT scores below a 7 is admitted. All students must meet certain premed requirements. Students favoring rural family practice in Minnesota, who have good MCAT scores, and are residents of Minnesota and certain portions of Northern Wisconsin are ideal for gaining admissions to this Medical School. AMCAS forwards all applications to the school, the students are required to submit 3 letters of reference, and those making it through the acceptance pool are called in to be interviewed by 2 of the admissions committee members. The deadline for application is November 15th unless a student is applying under the (EDP) Early Decision Program, where the deadline is August 15th.

Academic Aid Programs. There are currently 7 courses offered at the undergradu-

ate level in the supportive services program, included are reading skills, writing skills, math skills, study skills, and science skills.

The seven courses in supportive services are funded by special undergraduate retention dollars for minority and disadvantaged students.

Summer Programs. At present, the American Indian Programs of the Medical School offer three summer programs which are 5-8 weeks in length, with the primary emphasis on increasing the numbers of American Indian students in the Health Care Delivery fields. One program is strictly for high school students and the other 2 are for either high school or college students. For the fall of 1981, 3 American Indian students were accepted into Medical School at UMD, all of whom participated in the summer program. The summer school program students are taught mini Medical School courses, such as anatomy, physiology, pathology, histology and gross anatomy. Some of the high school students are exposed to Medical research on a one-to-one basis with a Medical School faculty member in his/her laboratory. Financial Aid is provided by the programs for the educational cost and each program offers students a stipend to cover living expenses. The contact person for the programs is Robert Diver.

Financial Assistance. There is none currently available other than the Federal Student Financial Aid Programs.

**University of Minnesota
Medical School—Minneapolis**

Address inquiries to
Dr. Edward Posey, Chairman
Minority Student Program Committee
Assistant Professor of Psychiatry
University of Minnesota
Medical School—Minneapolis
Box 293 Mayo Memorial Building
420 Delaware Street, S.E.
Minneapolis, Minnesota 55455
(612) 373-9688

Recruitment. Recruitment of minority students is carried out at the college and high school levels by orientation visits, field visits, and a summer program for high school sophomores, juniors, and seniors. This last program involves some 25 to 35 students for ten weeks in a laboratory or other work setting at the health sciences center.

A summer preparatory program has been established for some of those students accepted into medical school. These efforts are being carried out by the faculty, medical students, and staff of the Opportunities in Health Sciences for Minorities Program.

Admissions. A committee composed of faculty and students, including minority students, screens the applicants and makes recommendations for admission.

Academic Aid Programs. After matriculation, tutorial aid is available to all students, and the curriculum is flexible to per-

mit students to adjust to the schedule according to their abilities. Particularly effective is a special study skills program that improves individual study habits and aids in taking examinations.

Summer Programs. Accepted students who would benefit from an academic enrichment program prior to matriculation are encouraged to attend such a program at Minnesota. This program introduces some medical school courses and reviews material in the basic premedical sciences.

Student Financial Assistance. Partial financial assistance is offered for interview trips. Loans and scholarships are available from the Minnesota Medical Foundation.

Other Pertinent Information. The minority medical students at Minnesota have organized informal groups for peer tutoring and support. These groups have proved to be very helpful to entering students.

**University of Missouri—Columbia
School of Medicine**

Address inquiries to
Dr. Hazel J. Scott
Associate Dean
University of Missouri—Columbia
School of Medicine
807 Stadium Blvd.
Columbia, Missouri 65212
(314) 882-2923

Recruitment. The University of Missouri—Columbia School of Medicine is committed to the recruitment of qualified minority students. Recruitment activities occur at the high school and undergraduate levels. These include participation in the campus affirmative action effort, particularly undergraduate recruitment. The purpose of these efforts is to provide information on the academic programs offered at the institution and to increase the minority enrollment at the University. To identify potential applicants, the School of Medicine is involved in a Health Science/Work Study Summer Program. This is a preparatory program for high school students designed to provide a series of positive clinical and academic experiences to sustain their interest in medicine. To increase our applicant pool, School of Medicine representatives visit premedical summer programs to provide information and to answer questions about our institution. Candidates are invited to campus for a recruitment and orientation visit. Medical students, faculty, and administrators participate in all of these activities.

Admissions. The Admissions Committee is comprised of students, faculty, and administrators, including representatives from minority groups. The Simulated Minority Admissions Exercise Workshop, presented by members of AAMC, is conducted each year to assist the Committee in the evaluation of minority students. Assessment of all applicants is based upon academic record, pattern of academic performance, personal characteristics, motivation, extracurricular activities, interpersonal skill, and emotional stability. The Committee is charged to admit the best class possible in light of the mission, policies, and philosophy of the School of Medicine. The goals are twofold: 1) the selection of the most qualified applicants, and 2) the selection of a diversified class reflecting the demography of the State.

Academic Aid Program. Academic support activities are designed to meet the needs of the student and may include flexible cur-

riculum schedule, tutoring, skill development, and counseling. The learning skills center is staffed by an educational specialist who provides individualized study skills instruction in note-taking, test-taking, time management, and textbook reading. In addition, National Board preparation activities are planned during the Inter-block session of our curriculum just prior to Board administration. A five-year curriculum is available for students desiring a decelerated program. The students in this program are allowed to take up to three years to complete the two-year basic science curriculum.

Summer Programs. The School of Medicine provides a tuition-free program for pre-matriculants prior to the start of the Fall semester. This six-week program is designed to strengthen academic skills. Students are introduced to the course work taken during the first year. Other activities include medical terminology, reading speed and comprehension, study skills, and clinical visits. Time is also spent in orientation to the community and the Health Sciences Center. A student may opt to enter a five-year curriculum based upon his/her summer performance.

Student Financial Assistance. The School of Medicine has no supplemental application fee beyond those of AMCAS. The Financial Aid Office provides financial assistance based upon demonstrated need and available resources. A special program, the University Professional Degree Assistance Program, facilitates the enrollment of underrepresented minority students by providing scholarship money. Support through all available resources usually meets the basic financial needs of our students. The Office of Student Affairs administers several scholarship programs as well as a revolving emergency loan fund.

Other Pertinent Information. The School of Medicine is strongly committed to the recruitment, enrollment, and graduation of minority group members and encourages their application. The Office of Student Affairs staff works with all units of the School

University of Missouri—Columbia School of Medicine: MISSOURI

of Medicine and University to maintain our high retention rate. There is an active branch of the Student National Medical

Association on campus. The Association works cooperatively with the Office of Student Affairs in their recruitment activities.

**University of Missouri—Kansas City
School of Medicine**

Address inquiries to
Leo J. Sweeney
Director of Admissions
University of Missouri—Kansas City
School of Medicine
5100 Rockhill Road
Kansas City, Missouri 64110
(816) 276-1125

Recruitment. The program at the University of Missouri—Kansas City is a six-year program, leading to baccalaureate and M.D. degrees, and is designed primarily for high school seniors entering college for the first time. Students are required to complete both degrees. A limited number of students already having a baccalaureate degree are admitted at the Year 3 level to fill any existing vacancies.

A Minority Recruitment Committee works with the Council on Selection at the School of Medicine to identify health science students early in their secondary schooling. Students, their parents, and their high school advisors are brought to the medical school for orientation workshops three times each year. A Summer Scholars Program provides a four week educational/participatory realistic exposure to the health professions to selected students. In addition, a medical explorers post provides continuing exposure to the health field.

Admissions. All admissions are the responsibility of the Council on Selection, a diversified group of twenty-two people. The Council consists of nine physicians, three student physicians, four basic scientists, three art and sciences faculty representatives, one representative from The Office of Medical Education, and two public representatives. The Chairman is a physician appointed by the Dean.

Students seeking admission should complete four years of English, four years of mathematics, and three laboratory science courses in high school. They must also submit scores from the ACT Test. An initial

academic screen to identify a group for interviews is based on class rank and on the ACT composite score. All applicants not meeting this initial screen are reviewed by a subcommittee of the Council. All application information, both cognitive and non-cognitive, is examined for evidence of academic potential.

Academic Aid Programs. The Student Learning Center offers a wide range of free services to students. These include tutorial assistance, a writing lab, a math lab, learning and study skills services in note-taking, test-taking, reading comprehension, memory, and anxiety reduction.

The medical school program is designed so that all students advance at a level commensurate with their ability.

Student Financial Assistance. There are four types of student financial aid. These are scholarships and grants which are gifts and do not require repayment, long-term loans repayable after termination of schooling at reduced interest rates, short-term loans repayable within the same academic period, and employment in the College Work-Study Program. In general, aid is based on financial need. Gift assistance for minority students is available in years 3 and 4 of the six-year curriculum from the National Medical Fellowships, Inc.

Other Pertinent Information. The medical school program at the University of Missouri—Kansas City is limited to residents of Missouri only.

**Minority Applicants, Admissions, Matriculants and
Enrollments for the Academic Years 1979 and 1980**

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
1979-80												
Applied	1	1/0	100	5	4/1	100	0	0/0	0	0	0/0	0
Accepted	0	0/0	0	0	0/0	0	0	0/0	0	0	0/0	0
Matriculated	0	0/0	0	0	0/0	0	0	0/0	0	0	0/0	0
Enrolled												
First-Year	0	0/0	0	0	0/0	0	0	0/0	0	0	0/0	0
All Years	0	0/0	0	3	2/1	—	1	1/0	—	0	0/0	0
1980-81												
Applied	4	3/1	100	6	4/2	100	2	2/0	100	0	0/0	0
Accepted	0	0/0	0	1	0/1	100	0	0/0	0	0	0/0	0
Matriculated	0	0/0	0	0	0/0	0	0	0/0	0	0	0/0	0
Enrolled												
First-Year	0	0/0	0	0	0/0	0	0	0/0	0	0	0/0	0
All Years	0	0/0	0	1	1/0	—	0	0/0	0	0	0/0	0

— Indicates data not available

**Minority Applicants, Admissions, Matriculants and
Enrollments for the Academic Years 1979 and 1980**

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
1979-80												
Applied	132	93/39	—	12	9/3	—	87	65/22	—	3	2/1	—
Accepted	17	10/7	—	4	2/2	—	20	14/6	—	0	0/0	0
Matriculated	9	6/3	—	1	0/1	—	8	5/3	—	0	0/0	0
Enrolled												
First-Year	11	8/3	—	2	1/1	—	13	7/6	—	0	0/0	0
All Years	28	18/10	—	7	6/1	—	43	28/15	—	1	1/0	—
1980-81												
Applied	79	50/29	—	8	5/3	—	56	38/18	—	7	3/4	—
Accepted	7	3/4	—	3	1/2	—	11	8/3	—	1	0/1	—
Matriculated	3	2/1	—	2	1/1	—	7	4/3	—	0	0/0	0
Enrolled												
First-Year	7	5/2	—	2	1/1	—	11	7/4	—	0	0/0	0
All Years	26	18/8	—	12	9/3	—	37	24/13	—	1	1/0	—

— Indicates data not available

**Minority Students Graduated for the
Academic Years 1978 to 1981**

Minority Group	1978-79	1979-80	1980-81	1981-82 (est.)
Black American	4	7	5	4
American Indian	1	0	3	2
Mexican American/Chicano	2	11	9	6
Mainland Puerto Rican	0	1	0	1

Minority Applicants, Admissions, Matriculants and Enrollments for the Academic Years 1979 and 1980

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
1979-80												
Applied	23	11/12	100	3	3/0	100	2	2/0	100	—	—	—
Accepted	8	4/4	100	1	1/0	100	1	1/0	100	—	—	—
Matriculated	1	1/0	100	1	1/0	100	1	1/0	100	—	—	—
Enrolled												
First-Year	1	1/0	—	1	1/0	—	1	1/0	—	0	0/0	0
All Years	9	7/2	—	2	2/0	—	1	1/0	—	0	0/0	0
1980-81												
Applied	33	18/15	78	2	2/0	100	3	2/1	0	2	2/0	50
Accepted	9	2/7	77	0	0/0	0	1	1/0	0	0	0/0	0
Matriculated	6	2/4	83	0	0/0	0	0	0/0	0	0	0/0	0
Enrolled												
First-Year	6	2/4	83	0	0/0	0	0	0/0	0	0	0/0	0
All Years	11	6/5	9	1	1/0	100	1	1/0	—	0	0/0	0

— Indicates data not available

Minority Students Graduated for the Academic Years 1978 to 1981

Minority Group	1978-79	1979-80	1980-81	1981-82 (est.)
Black American	0	3	3	2
American Indian	2	1	0	0
Mexican American/Chicano	0	0	0	0
Mainland Puerto Rican	0	0	0	0

**St. Louis University
School of Medicine**

Address inquiries to
Dr. Manuel R. Comas
Associate Dean for Admissions
St. Louis University
School of Medicine
1402 South Grand Boulevard
St. Louis, Missouri 63104
(314) 664-9800 Ext. 205

Recruitment. The recruitment of minority students, for the most part Black Americans, is a program with special personnel designated to assist the Admissions Committee. Aspects of the program include: visiting local high schools and colleges which have large numbers of minority students (these visits are made by minority medical students, faculty, and administrators); mailing information to many applicants listed in Med-MAR, including a letter describing life at the School of Medicine from one of our minority medical students; arranging interviews, on weekends if necessary, or at other convenient times, to accommodate the minority student.

Admissions. The admissions policy in recent years has been an affirmative action policy which weighs factors relevant to minority applicants significantly underrepresented in the medical profession. Admissions procedures emphasize the personal commitment and motivation of the applicant.

No applicant is admitted unless the Admissions Committee judges that a reasonable chance of academic success exists. Minority students must meet the same promotion and graduation requirements as all students.

Academic Aid Programs. Tutorial assistance is available for students in basic science areas throughout the year and remedial resources are available; however, the evaluation of academic performance is the same for all students. Academic aid programs are available for all students who seek them.

Student Financial Assistance. The application fee is waived for all needy students who request a fee waiver. The University has made a number of scholarships available for needy minority students. The Financial Aid Office is open year round and assists in the occasional periods of difficulty which the needy student may encounter.

Other Pertinent Information. We desire to treat all students the same and regret that the current pool of minority applicants is such that special policies and affirmative action programs designed for minority applicants are necessary. After admission to the School of Medicine, all programs available to minority students are also available to other students, and the minority student is not separated in any way from the general student body.

**Washington University
School of Medicine**

Address inquiries to
Dr. Robert Lee
Assistant Dean for Minority Student Affairs
Washington University
School of Medicine
660 South Euclid Avenue, Box 8107
St. Louis, Missouri 63110
(314) 454-3830

Recruitment. Each year, the Assistant Dean for Minority Student Affairs travels to various parts of the country visiting premedical advisors and students at many colleges and universities to provide information about and answers to specific questions concerning Washington University School of Medicine. Typically, the visitations are equally divided between those schools from which we have previously had applicants and those from which we have received few or no applicants. Health professions career recruitment programs and summer enrichment program visitations provide the Assistant Dean an opportunity to make face-to-face contact with a large number of students. Additionally, admissions information is mailed each year to approximately 2000 Med-MAR registrants.

Periodically, the Office of Minority Student Affairs provides premedical advisors with updated and/or special information to assist in counseling minority premedical students.

High school students are encouraged to explore the possibilities of medical careers at Washington University by applying to the Scholars Program in Medicine (SPIM), which provides provisional acceptance to Washington University of Medicine, simultaneously with admission to the undergraduate program at Washington University. As a Scholars Program participant or as a student pursuing a regular undergraduate major in preparation for medical school, Washington University offers excellent preparation in a number of majors.

Admissions. The Committee on Admissions is a faculty committee which includes Black faculty members and the Assistant Dean for Minority Student Affairs. The Minority Subcommittee is similarly constituted and functions as a part of the Committee on Admissions to review, interview and recommend committee action to the full Committee on Admissions. All final decisions concerning any candidate are made by the Committee on Admissions. All students are selected on the basis of past academic opportunity and performance, motivation for the

study of medicine, and characteristics required for the effective and compassionate practice of medicine. A personal interview is required of all applicants under serious consideration. Selected applicants are invited for personal interview on our Medical Center campus. Generally, one of the interviewers for minority candidates, in a one-to-one setting, is a member of the Minority Subcommittee. The demands of the curriculum prevent student participation on the Committee on Admissions.

Academic Aid Programs. The educational program of Washington University is designed to meet the needs of all students in an individualized and personalized way. There is no special educational program for minority group students; however, students with any type of academic problems are identified early in their coursework and are provided with tutorial aid on a one-to-one basis. At mid-semester, any student in severe academic difficulty may be advised to enter an individualized program that may permit him/her two years to complete the first year's coursework. Thereafter, it is anticipated that the student would continue his/her regular coursework in an uninterrupted fashion, receiving the M.D. degree in five years rather than four. Counseling is available from the Assistant Dean for Minority Affairs, the Associate Dean, as well as the Student Counseling Service.

Student Financial Assistance. An application fee of \$35.00 (subject to change) is charged, but upon written request, it may be reviewed for waiver for those applicants who receive AMCAS fee waiver. Others who did not apply or receive the AMCAS fee waiver are also eligible for review. In any case, additional documentation of financial need may be requested.

Financial aid is available to all students in the School of Medicine and is based entirely on demonstrated need. Within its financial capabilities, the School is prepared to assist each student with financial aid in the form of scholarships and loans. Financial capability of the student in no way enters into the

selection process, nor is lack of personal funds permitted to interfere with the student's completion of his/her medical education. Students whose official residence at the time of matriculation is the state of Missouri, may be eligible for low cost loans through the Missouri State Medical Foundation-Medical Student Loan Fund after one semester's successful completion of the medical school curriculum.

Other Pertinent Information. The Washington University School of Medicine is committed to recruit, admit, enroll, educate, and graduate an increased number of students from educationally deprived racial and cultural groups in order that their numbers among the physicians in the United

States be increased. Students in colleges and universities throughout the country are strongly encouraged to file application for admission to our class. This School participates in the American Medical College Application Service (AMCAS) of the Association of American Medical Colleges (AAMC), and all applicants must apply through AMCAS by November 1st of the year prior to actually entering the School. Our AMCAS number is #184.

The Office of Minority Student Affairs was established to help meet the needs of the minority student population at this School. The School is rapidly approaching the commemoration of the graduation of its 100th Black physician in less than seven years, an accomplishment of which we are proud!

Minority Applicants, Admissions, Matriculants and Enrollments for the Academic Years 1979 and 1980

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
1979-80												
Applied	658	389/269	—	15	12/3	—	56	42/14	—	16	10/6	—
Accepted	44	31/13	—	0	0/0	0	0	0/0	0	0	0/0	0
Matriculated	9	5/4	—	0	0/0	0	0	0/0	0	0	0/0	0
Enrolled												
First-Year	11	7/4	—	0	0/0	0	0	0/0	0	0	0/0	0
All Years	46	28/18	—	2	2/0	—	1	1/0	—	0	0/0	0
1980-81												
Applied	585	321/264	—	13	10/3	—	58	43/15	—	18	13/5	—
Accepted	41	26/15	—	0	0/0	0	1	1/0	—	0	0/0	0
Matriculated	13	9/4	—	0	0/0	0	0	0/0	0	0	0/0	0
Enrolled												
First-Year	13	9/4	—	0	0/0	0	0	0/0	0	0	0/0	0
All Years	44	27/17	—	2	2/0	—	1	1/0	—	0	0/0	0

— Indicates data not available

Minority Students Graduated for the Academic Years 1978 to 1981

Minority Group	1978-79	1979-80	1980-81	1981-82 (est.)
Black American	9	13	10	15
American Indian	0	0	2	0
Mexican American/Chicano	0	0	0	0
Mainland Puerto Rican	0	0	0	0

**Creighton University
School of Medicine**

Address inquiries to
Arlene Rhodes
Director
Office of Minority Affairs
Creighton University
School of Medicine
Criss III—Room 354
Omaha, Nebraska 68178
(402) 280-2981

Recruitment. The Office of Minority Affairs for the Health Sciences coordinates the minority recruitment effort for all Creighton's Health Professional Schools (Dentistry, Medicine, Nursing & Pharmacy). An intensive national recruitment effort consisting of a college visitation project, participation in Health Fairs and Career Day Programs and a massive letter writing campaign helps to inform pre-health students of Creighton's Minority Recruitment Program. These projects are conducted by staff members of the Office of Minority Affairs, Creighton's Minority Alumni, and members of the Committee for Minority Group Education in the Health Sciences (CMGEHS).

On some occasions applicants with superior academic achievement and/or great potential for success in medicine are invited to Creighton for an interview at the school's expense. These interviews are by invitation only and are used more as a recruitment tool rather than as a condition of acceptance. Applicants are evaluated on the basis of their MCAT scores, their science grade point average, their overall undergraduate performance, and other factors the Committee feels are indicative of a potential for success in medicine.

Admissions. The Committee for Minority Group Education in the Health Sciences (CMGEHS) is a campus-wide group of administrators, faculty and students committed to the admission and retention of under-represented minority groups in the health care delivery system. A subcommittee consisting of members of the CMGEHS and the Medical School Admissions Committee serves as an advisory group to the Medical School Admissions Committee. The subcommittee reviews all minority applications and makes recommendations to the Admissions Committee. The Medical School Admissions Committee has minority faculty as members and is committed to the University's Minority Admissions Program.

The Creighton Medical School's Minority Admissions Program does have an early de-

cision plan. Students having cumulative and science grade point averages of 3.2 and above and whose MCAT scores are above the 50th percentile are encouraged to apply by mid-August, one full year preceding their expected entry into medical school. The Committee will notify each applicant of its decision by October 1.

Academic Aid Programs. After matriculation, each student is watched carefully and offered counsel at the first sign of difficulty. All students in academic difficulty must attend tutorials. Tutorials are also offered for those students requesting them.

Summer Programs. The Summer Enrichment Program at Creighton University is designed to assess the academic strengths and weaknesses of the students admitted to the first-year medical class on the basis of minority group considerations. This assists in predicting which students might have difficulty in the regular curriculum in order that preventive measures might be taken. Attendance is, in many cases, required. Creighton's program consists of ongoing counseling and evaluation sessions, speed reading, medical vocabulary and terminology enrichment, and an introduction to each of the basic science courses taught in the first year curriculum.

The objectives of these courses are the development of an appreciation of: the complexity, the terminology, and the fundamental concepts of each subject; how each discipline is related to the others; and how each contributes to the proper formation of a competent medical practitioner. The student also gains an appreciation of the medical school curriculum and the level of performance which is expected of the medical student.

Post-Baccalaureate Program. The Creighton University School of Medicine in conjunction with the College of Arts and Sciences has developed a Post-Baccalaureate Program designed to aid the student in,

preparing for the Medical College Admission Test and to provide an opportunity for the student to demonstrate his or her ability to perform well in an intensive review of all fundamental areas of biology, chemistry, physics and mathematics and also provides instruction in methods of improving reading and writing techniques.

Because of limitations in funding and the necessity of evaluating the program by objective means, we select students for participation in this program from the pool of applicants to this medical school who have been rejected by all schools to which they have applied. A student who has not applied to this school may be considered for the program if a school to which he/she has applied will send us a copy of his/her AMCAS Application and Biographical/Academic Profile.

Each year since the program's inception in the 1975-76 academic year we have selected twenty students to participate in this eight-month program. Approximately seventy-five percent of those students have been admitted to medical school and they are enrolled in twenty-five different schools.

A complete description of the program

and its requirements may be obtained by writing to Dr. John T. Elder, Director, Post-Baccalaureate Program, Creighton University School of Medicine, Omaha, Nebraska 68178.

Student Financial Assistance. Creighton University acts as a lending institution under the Federally Insured Student Loan Program and makes loans up to \$2,500 directly to the student if he/she has not been successful in obtaining funds from a local bank. There are various other sources of loans available at the school, and each student is informed of the loans recommended for a financial aid package before matriculation. Scholarships have averaged around \$2,000 and are included in the student's financial aid package. Scholarship aid is awarded primarily on the basis of personal financial need, which is determined with the aid of the Graduate and Professional School Financial Aid Service or the Financial Aid Form.

The application service fee will be waived if AMCAS has first waived its charges. Financial help will be provided for interview trips scheduled by the School.

Minority Applicants, Admissions, Matriculants and Enrollments for the Academic Years 1979 and 1980

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
1979-80												
Applied	36	—	100	1	0/1	100	8	—	100	0	0/0	0
Accepted	8	4/4	100	0	0/0	0	2	1/1	100	0	0/0	0
Matriculated	7	3/4	100	0	0/0	0	1	0/1	100	0	0/0	0
Enrolled												
First-Year	7	3/4	100	0	0/0	0	1	0/1	100	0	0/0	0
All Years	35	12/23	100	5	1/4	100	7	5/2	100	0	0/0	0
1980-81												
Applied	40	10/30	80	3	2/1	100	12	7/5	100	0	0/0	0
Accepted	9	5/4	78	1	0/1	100	3	2/1	100	0	0/0	0
Matriculated	7	4/3	86	1	0/1	100	3	2/1	100	0	0/0	0
Enrolled												
First-Year	7	4/3	86	1	0/1	100	3	2/1	100	0	0/0	0
All Years	35	15/20	97	7	2/5	100	9	6/3	100	0	0/0	0

— Indicates data not available

Minority Students Graduated for the Academic Years 1978 to 1981

Minority Group	1978-79	1979-80	1980-81	1981-82 (est.)
Black American	5	4	4	7
American Indian	1	0	1	2
Mexican American/Chicano	0	0	1	3
Mainland Puerto Rican	0	0	0	0

Minority Applicants, Admissions, Matriculants and Enrollments for the Academic Years 1979 and 1980

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
1979-80												
Applied	196	131/65	—	—	—	—	—	—	—	—	—	—
Accepted	13	7/6	—	—	—	—	—	—	—	—	—	—
Matriculated	6	4/2	—	—	—	—	—	—	—	—	—	—
Enrolled												
First-Year	7	4/3	—	0	0/0	0	0	0/0	0	0	0/0	0
All Years	22	12/10	—	0	0/0	0	0	0/0	0	0	0/0	0
1980-81												
Applied	111	71/40	—	—	—	—	—	—	—	—	—	—
Accepted	14	9/5	—	—	—	—	—	—	—	—	—	—
Matriculated	3	2/1	—	—	—	—	—	—	—	—	—	—
Enrolled												
First-Year	4	3/1	—	1	0/1	—	1	1/0	—	0	0/0	0
All Years	18	9/9	—	2	1/1	—	2	1/1	—	0	0/0	0

— Indicates data not available

Minority Students Graduated for the Academic Years 1978 to 1981

Minority Group	1978-79	1979-80	1980-81	1981-82 (est.)
Black American	1	5	3	6
American Indian	—	—	—	—
Mexican American/Chicano	—	—	—	—
Mainland Puerto Rican	—	—	—	—

**University of Nebraska
College of Medicine**

Address inquiries to
Anece McCloud
Minority Student Affairs Officer and
MHCO Program Director
University of Nebraska
College of Medicine
42nd and Dewey Ave.
Omaha, Nebraska 68105
(402) 559-4437

Recruitment. Recruitment activities on the University of Nebraska Medical Center (UNMC) campus are conducted on the high school and college levels. High school recruitment efforts are made through science clubs, health clubs, minority student organizations, and by participation in community activities. Minority high school students contacted through these means are invited to join the UNMC Health Professionals Protege Club.

Recruitment visits are made annually to colleges in Nebraska which have the largest percentages of minority students enrolled. Contacts with non-resident minorities are made by writing to students on lists such as the Talent Roster of Outstanding Minority Community College Graduates, the AAMC Med-MAR and through correspondence with members of the National Association of Medical Minority Educators (NAMME). Voluntary recruiters who are University of Nebraska faculty members assist the Minority Student Affairs staff with recruitment visits to out-of-state colleges.

Admissions. Applications should be filed through AMCAS, 10 to 14 months prior to the proposed matriculation date. Students are selected on the basis of scholarship, appraisals of character, personal interviews, scores on MCAT, and general motivation and promise. Although a specific minority admissions program does not exist in the medical school, minority applications are encouraged. The Minority Student Affairs Office staff welcomes the opportunity to advise individual minority applicants on ways of best presenting their credentials. This advice is available through either correspondence or office consultation.

Academic Aid Programs. All basic science departments at the University of Nebraska College of Medicine offer "large group" tutorials to all matriculants. Additionally, the Office of Minority Student Affairs and the Associate Dean's Office cooperate in sponsoring an annual Academic

Support Program for Non-Traditional Students. Pre-enrollment activities in the support program include workshops on study skills, test-taking skills, stress management, and an introduction to resources on the campus. At the time of matriculation "small group" tutorials in the basic science areas are begun for the non-traditional students.

The Minority Student Affairs Office staff also aids students new to the area in locating housing information and jobs for the spouse. Other services of the office include personal development clinics, and academic and personal counseling.

Summer Programs. Summer programs at the University of Nebraska Medical Center are generally contingent upon available grant funds. Currently summer programs are being sponsored for high school seniors and for juniors and seniors in college. These programs are designed to provide academic enrichment on both educational levels in the areas of English, chemistry, physics, the biological and mathematical sciences; to develop cultural awareness and greater motivation for health careers; and to broaden each participant's general knowledge and development of professional attitudes. The baccalaureate level program includes an introduction to the basic sciences and medical research.

Sponsored with the assistance of a Health Career Opportunity Program grant from HHS, the programs are open to students from all parts of the United States. However, special preference is given to applicants who reside in areas where similar programs are not available. The University of Nebraska Medical Center's Office of Minority Student Affairs will continue programs of this type as funds are made available.

Student Financial Assistance. The University of Nebraska Medical Center is committed to the goal that no student should be forced to withdraw from school because of financial constraints. Financial assistance is

NEBRASKA: University of Nebraska College of Medicine

offered in the form of scholarships, grants and loans administered by an experienced financial aid office staff.

The University of Nebraska College of Medicine does not require an application fee; however, since we are a participating

member of AMCAS, which does have a fee, disadvantaged students may apply for an application fee waiver directly through AMCAS. We do not offer financial assistance for interview trips.

Recruitment. The Health Careers for American Indians Summer Preceptorship Program features a two-week practical clinical experience on Nevada's Indian reservations and colonies for medical students, clinical level nursing students and third or fourth year nutrition students, as well as undergraduate American Indian college students interested in health careers. As members of interdisciplinary health care teams, students provide health screening services under faculty supervision. Appropriate training is provided for students without prior clinical experience. The summer preceptorship is sponsored by Health Careers for American Indians, a federally funded program of the University of Nevada-Reno School of Medicine.

The preceptorship usually takes place in mid-August. Applications are accepted until July 1. Participants receive a small allowance for living expenses and a small stipend upon satisfactory completion of the program.

The two American Indian counselors who coordinate the program hold full-time appointments at the Medical School and provide counseling services on a year round basis to all Indian students at the University. They also recruit high school students from throughout the state to University of Nevada-Reno.

Admissions. In line with the philosophy of the School of Medicine and the results of independent evaluations of student performance, the School of Medicine Admissions Selection Committee has adopted an admission policy which enables applicants from all socioeconomic, sex, racial, religious and educational backgrounds to be equally considered. Applications from members of mi-

nority groups are encouraged. The Committee is charged with the task of selecting the best qualified applicants.

After thorough review of minority applicants by the Assistant Dean for Admissions, a single Committee on Admissions Selection reviews all applicants and selects the class, including minority students. Currently, of the sixteen members of the Committee, two are from minority groups.

Academic Aid Programs. No special academic programs, as such, have been developed solely for the assistance of minority students at this time. However, the progress of all students is carefully monitored, and when additional help is needed, it is made available on an individual basis. Tutorial assistance and special help are readily available for all students with such needs. This tutelage is accomplished by students and faculty.

Summer Programs. See recruitment, above.

Student Financial Assistance. We will waive the application fee for the School of Medicine if it has been waived by AMCAS. Financial aid in the form of scholarships and loans is available to all medical students. The amount of aid varies according to circumstances and availability of funds. Grants from National Medical Fellowships are available to minority students. Nevada residents have additional scholarship aid through the Frandsen and American Cancer Society, Nevada Chapter, scholarships. Unless otherwise specified, application forms for scholarships and loans will be sent upon request to students after acceptance.

Recruitment. Dartmouth Medical School encourages applications from qualified minority students as a means of increasing the number of physicians from underrepresented minority populations. Representatives of the school visit various summer and other career programs and selected undergraduate colleges. The Med-MAR Registry serves to identify minority candidates who receive information from the Medical School. The Medical School maintains contacts with school and community individuals who can be helpful in identifying minority candidates. Prospective minority applicants are welcome to visit the Medical School, talk with students and faculty, and get a feel for the environment.

Admissions. A subcommittee of the Admissions Committee reviews all minority applications and invites individuals for interviews on the basis of academic and personal qualifications. All applicants are evaluated on the basis of motivation, personality and character, as well as intelligence, scientific aptitude, academic preparation, and recommendations. Special attention is given to the socioeconomic background of the minority applicant and his/her involvement in the community. All minority applicants interviewed meet with at least one member of the minority subcommittee and with minority

students as well as with other members of the Admissions Committee. Admission decisions are made by the full Admissions Committee, which includes minority student representation.

Academic Aid Programs. Although there are no formal academic support programs at the Medical School, tutoring by faculty is readily available for any student experiencing difficulty. Student tutoring groups are frequently organized by students. In a few instances, an individualized track can be arranged.

Summer Programs. Dartmouth Medical School does not offer summer enrichment programs.

Student Financial Assistance. The application fee may be waived upon documentation of need by the student's financial aid officer.

The Medical School recognizes that many students will be unable to meet the full costs of tuition and living expenses and provides financial aid in the form of scholarships and loans. The size of an award ranges from small to full cost, depending on the financial background of the student's parents. Financial aid packages are a combination of loans and scholarships.

Minority Applicants, Admissions, Matriculants and Enrollments for the Academic Years 1979 and 1980

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
1979-80												
Applied	315	191/124	.3	30	21/9	0	127	99/28	0	21	13/8	0
Accepted	15	9/6	0	1	0/1	0	16	13/3	0	—	—	—
Matriculated	4	2/2	0	0	0/0	0	4	4/0	0	—	—	—
Enrolled												
First-Year	4	2/2	0	0	0/0	0	5	5/0	0	0	0/0	0
All Years	14	10/4	7	3	2/1	0	22	22/0	0	0	0/0	0
1980-81												
Applied	323	184/139	.6	31	20/11	0	112	82/30	0	21	13/8	0
Accepted	12	8/4	0	2	2/0	0	17	13/4	0	0	0/0	0
Matriculated	5	3/2	0	1	1/0	0	2	1/1	0	0	0/0	0
Enrolled												
First-Year	5	3/2	0	1	1/0	0	3	2/1	0	0	0/0	0
All Years	16	11/5	6	2	2/0	0	18	17/1	0	1	1/0	0

— Indicates data not available

Minority Students Graduated for the Academic Years 1978 to 1981

Minority Group	1978-79	1979-80	1980-81	1981-82 (est.)
Black American	6	3	4	2
American Indian	1	1	2	1
Mexican American/Chicano	4	3	5	4
Mainland Puerto Rican	0	0	0	0

Minority Applicants, Admissions, Matriculants and Enrollments for the Academic Years 1979 and 1980

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
1979-80												
Applied	42	27/15	7	5	2/3	60	13	9/4	8	2	2/0	0
Accepted	2	2/0	0	2	2/0	100	1	0/1	0	0	0/0	0
Matriculated	0	0/0	0	0	0/0	0	1	0/1	0	0	0/0	0
Enrolled												
First-Year	0	0/0	0	0	0/0	0	1	0/1	0	0	0/0	0
All Years	4	3/1	75	1	0/1	100	1	0/1	0	0	0/0	0
1980-81												
Applied	30	20/10	15	6	4/2	33	16	15/1	6	3	3/0	0
Accepted	7	7/0	42	3	2/1	66	3*	3/0	0	0	0/0	0
Matriculated	4	4/0	50	3	2/1	66	1	1/0	0	0	0/0	0
Enrolled												
First-Year	4	4/0	50	3	2/1	66	1	1/0	0	0	0/0	0
All Years	5	4/1	40	4	2/2	50	2	1/1	0	0	0/0	0

* 1 deferred acceptance

Minority Students Graduated for the Academic Years 1978 to 1981

Minority Group	1978-79	1979-80	1980-81	1981-82 (est.)
Black American	0	3	0	1
American Indian	2	0	1	0
Mexican American/Chicano	0	0	0	0
Mainland Puerto Rican	0	0	0	0

Minority Applicants, Admissions, Matriculants and Enrollments for the Academic Years 1979 and 1980

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
1979-80												
Applied	13	11/2	0	5	4/1	20	10	8/2	33	1	1/0	0
Accepted	—	—	—	—	—	—	1	1/0	100	—	—	—
Matriculated	—	—	—	—	—	—	1	1/0	100	—	—	—
Enrolled												
First-Year	0	0/0	0	0	0/0	0	1	1/0	100	0	0/0	0
All Years	0	0/0	0	1	1/0	—	3	3/0	—	0	0/0	0
1980-81												
Applied	20	10/10	15	6	6/0	16	15	12/3	6	2	2/0	0
Accepted	—	—	—	—	—	—	1	0/1	100	—	—	—
Matriculated	—	—	—	—	—	—	1	0/1	100	—	—	—
Enrolled												
First-Year	0	0/0	0	0	0/0	0	1	0/1	100	0	0/0	0
All Years	0	0/0	0	1	1/0	—	4	3/1	—	0	0/0	0

— Indicates data not available

Minority Students Graduated for the Academic Years 1978 to 1981

Minority Group	1978-79	1979-80	1980-81	1981-82 (est.)
Black American	0	0	0	0
American Indian	0	0	1	0
Mexican American/Chicano	0	0	1	1
Mainland Puerto Rican	0	0	0	0

Recruitment. The University of Medicine and Dentistry of New Jersey-New Jersey Medical School has an extensive recruitment program. Because of the success of the summer program, "Students for Medicine and Dentistry" at the New Jersey Medical Schools, the applications from minorities to the New Jersey Medical School have increased from 60 in 1970-71 to 506 in 1976-77.

The recruiters are students, faculty, and administrators. They visit colleges, high schools, community groups, and organizations sponsoring health career programs.

Admissions. In 1972, a subcommittee on admissions was organized by the New Jersey Medical School. This committee is composed of minority physicians, faculty, students, and administrators. The subcommittee screens and interviews applicants, and makes recommendations to the Admissions Committee.

Academic Aid Programs. During the academic year, there are tutorial programs in the basic science departments for those who need them. If a student has problems in reading, either because of a language barrier or a deficiency in reading itself, we arrange to have a reading specialist come in on an hourly basis.

Summer Programs. Accepted minority students at New Jersey Medical School have the option as part of the pre-enrollment program, of attending the "Students for Medi-

cine and Dentistry" summer program for eight weeks. The program is also available to undergraduate students. Courses are assigned based on the student's academic ability.

Pre-enrolled students take introductory courses in anatomy, biochemistry, advanced biology, and physiology. The program also offers learning skills courses in note-taking, reading, test-taking, and library skills. They have clinical exposure at College Hospital three mornings a week and rotate through ten services in teams of seven as observers.

Student Financial Assistance. Student financial assistance offered to minority students, other than government grants and loans and NMF, consists of scholarship money contributed by Merck & Co. This amounts to a grant of approximately \$200 to \$500 per year/student as allocated by the school for a yearly total of \$6,000. It is designed specifically for minorities. There is also an aid grant given to the school by the Engelhard Company which is designated specifically for needy students in the greater Newark area. Therefore, minority students also have this available to them.

There are several other small scholarships that may be used to make up financial aid packages as the need arises. These are unrestricted funds and can be used by any student. Obviously, qualified students are also eligible for assistance from the New Jersey Educational Opportunity Fund.

**University of Medicine and Dentistry of New Jersey
Rutgers Medical School**

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Assistant to the Dean for
Minority Recruitment
Dean's Office
Rutgers Medical School
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Piscataway, New Jersey 08854
(201) 463-4689

Recruitment. Rutgers Medical School of the University of Medicine and Dentistry of New Jersey (RMS) has a sustained commitment to training increasing numbers of minority students to fulfill the need for minority physicians in the State. To this end, a recruitment program has been instituted, supported through federal and state funds, to plan and implement activities that sustain a sizable pool of minority applicants.

RMS recruits students at elementary, junior high, high school, and college levels. The program provides guidance to minority college students preparing to apply to medical schools, and assists minority applicants to maximize their chances for acceptance. Admissions Committee members are sensitized to important factors in the selection of minority students. They develop and implement programs in support of recruitment efforts like the Summer Jobs Program for minority high school students.

Admissions Committee members also assist, and encourage their colleagues at other universities to identify and recruit promising minority undergraduates. As a result of this effort the pool of applicants has almost tripled since the program began, representing close to 20% of the national minority pool.

Admissions. RMS has sustained a large minority admissions rate, proportionately more than the state population ratio. Traditional admissions criteria for medical school have been expanded to allow for more diversity within the class. Such factors as the applicant's academic capability, maturity, life experiences and motivation are weighed along with other objective criteria identified with success in medical school. The interview plays a particularly important role for minority applicants, and is often a heavily weighed factor. The Admissions and Recruitment Offices work to assure that minority applicants have an interview early in the application year. The Admissions Committee also takes steps to assure that all information on a student is available before

the applicant is evaluated. An interviewer can request that another interviewer see an applicant if enough information has not been received to enable a final decision to be made. Members also confer with the Recruitment Office if further information is needed.

Academic Aid Programs. RMS provides a variety of academic supports for medical students in the first two years. Because RMS is relatively small (108 students per class) more individualized attention can be provided. Incoming students are assigned faculty advisors who counsel and help them through non-academic problems. In addition, students encountering any type of emotional problems, including anxiety or family problems, can seek private, confidential help from the therapist at the Student Mental Health Service.

RMS promotes an atmosphere of academic cooperation. Students feel the instructors are there to maximize their learning potential rather than pressure them into cramming for examinations. Students are graded on an honors/pass/fail basis. Students having difficulty in courses can 1) consult with the course director(s) of the respective course(s) to determine what he/she needs to do to pass; and 2) if necessary, a student may make use of the flexible curriculum procedure and spread the first-year courses over a two-year period.

Some departments provide and encourage students' use of tutors who conduct review sessions and tutorials for any student needing such assistance. All departments support their faculty members' efforts in assisting students as needed.

This year a preparation course for the National Boards was co-sponsored by the Student Affairs Office and the Minority Affairs Committee. The course concentrated on improving test-taking skills, and teaching study-skills and strategies for preparing for the examination.

The RMS Special Teaching Project spon-

University of Medicine and Dentistry of New Jersey Rutgers Medical School: NEW JERSEY

sors a tutorial program for minority students. A permanent faculty is maintained, assisted by second-year students showing high proficiency in their coursework. Some of the tutorial activities include individual consultation, group tutorial sessions, assistance with building test-taking sophistication, and other types of services directed at facilitating minority students' progress through the first-year's coursework. Tutorial assistance is free and available to any first-year minority student at any time. Funds supporting this program are provided by a combination of federal and state funds. As a result of these retention efforts, less than 5% of minority students admitted have failed, with the attrition rate continuing to fall.

Summer Program. RMS offers a Summer Program to incoming first-year minority students. This voluntary ten-week program is designed to provide these students with an introduction to first-year courses. The three courses taught in the summer closely approximate in content coursework covered in the first half of the fall biochemistry and histology courses, and in the last third of the fall anatomy course. The anatomy course is given for academic credit. Students passing the summer course are exempt from the last third of that course in the fall. Two other courses are offered. A course in medical terminology familiarizes the students with the language of medicine; and a clinical correlations course gives them first-hand knowledge of the application of principles discussed in class.

Most of the incoming minority students take advantage of the Summer Program. All participants receive a stipend to off-set liv-

ing expenses. Our experience shows that very few students who attend the program have any major adjustment or academic problems in the first year of medical school.

Student Financial Assistance. Financial Aid at RMS is similar to that offered in most medical schools. In addition to school-administered and "outside" funded-aid, there are a few sources earmarked for use by minority students such as the Minority/Disadvantaged Grant Fund.

The State of New Jersey provides grants for low-income residents under the Educational Opportunity Funds (EOF). Students qualifying for EOF can receive as much as \$3,000 per year. Every two years a first year student is selected for the Dr. John G. Metzgar Scholarship which is based upon both financial need and academic achievement. This scholarship provides full funding for the student's medical school career, retroactive to the beginning of the first year.

Much of RMS's financial aid consists of loans. The school's financial aid policy is that the most financially disadvantaged students receive available aid first. Ninety-seven percent (97%) of enrolled minority medical students receive some financial aid with many of them falling in the aforementioned category. As a result, there are some minority students receiving the maximum available grant/loan combination based on their demonstrated needs. Minority students have in the past received some of the donated competitive scholarships and summer fellowships. Many participate in work-study programs and some work as summer teaching assistants in the Medical school and joint undergraduate programs.

Recruitment. The University of New Mexico Medical Center visits high schools and four-year colleges in New Mexico at least twice a year. Branch campuses and junior colleges are also visited once a year. A network of campus contacts at each undergraduate institution makes referrals throughout the year, and literature is periodically mailed to the minority applicant pool. Admissions clinics are held for minority applicants. Tours of the UNM School of Medicine for secondary and elementary school groups are provided by medical students.

Admissions. Because the School of Medicine is publicly supported, it has an implied obligation to train students who are likely to serve the State's expanding medical needs. For this reason, residents of New Mexico are given primary consideration for admissions. An active minority recruitment program encourages applications from Chicano, Native American, and Black residents of New Mexico. Minority faculty (in both basic and clinical sciences), staff and students are members of the Committee on Admissions.

Academic Aid Programs. The Peer Tutorial Program (PTP) provides tutoring in basic science courses for medical students in their first- and second-years. Tutors have generally excelled in the discipline(s) in which they tutor and have the ability to assist other students.

Summer Programs. In 1970, the UNM School of Medicine initiated the Basic Science Enrichment Program (BSEP) to provide better opportunities for minority students to enter medical school. The summer session of BSEP consists of a two-week course in gross anatomy and histology and a six-week course in which biochemistry and

physiology are taught concurrently. Courses are presented in a series of lectures and laboratory experiments; and all instruction is conducted by medical school faculty and nationally prominent minority scientists. Students also attend seminars on health care delivery problems of the nation's minority populations. In addition, small group discussions, tutorials and informal counseling sessions are conducted by minority medical students who serve as teaching assistants in the program.

Trainees selected for BSEP must be recommended by the medical school at which they have been accepted. Actual selection is made by the BSEP staff, which takes into account recommendations from participating medical schools and the needs of those students who would most benefit from the BSEP.

The Retention/Remedial Board-Review Program is a new component of the BSEP. It utilizes faculty to enhance retention through the first two years of medical studies, and prepares students for the National Boards.

Student Financial Assistance. In addition to the regular nationwide financial aid programs, there are several scholarships and loans available to New Mexico students. One loan program, the New Mexico Medical Student Loan Program, which is funded by the state of New Mexico, provides a medical student up to \$6,000 per year for a maximum of five years. The students repay the debt by practicing in an underserved area of the State upon completion of postgraduate training. Another form of financial aid is the Disadvantaged Student Fund, supported by the Faculty, which provides small awards primarily to meet emergency needs of medical students from low-income backgrounds.

**Minority Applicants, Admissions, Matriculants and
Enrollments for the Academic Years 1979 and 1980**

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
1979-80												
Applied	159	—	—	16	—	—	24	—	—	21	—	—
Accepted	14	—	—	5	—	—	1	—	—	1	—	—
Matriculated	4	1/3	—	3	3/0	—	0	0/0	0	—	—	—
Enrolled												
First-Year	4	1/3	—	4	4/0	—	0	0/0	0	0	0/0	0
All Years	10	4/6	—	6	5/1	—	1	0/1	—	1	0/1	—
1980-81												
Applied	78	41/37	—	14	7/7	—	14	12/2	—	15	12/3	—
Accepted	16	6/10	—	1	0/1	—	4	4/0	—	2	2/0	—
Matriculated	5	0/5	—	5	4/1	—	2	2/0	—	—	—	—
Enrolled												
First-Year	5	0/5	—	0	0/0	0	2	2/0	—	0	0/0	0
All Years	11	1/10	—	5	4/1	—	4	2/2	—	1	1/0	—

— Indicates data not available

**Minority Students Graduated for the
Academic Years 1978 to 1981**

Minority Group	1978-79	1979-80	1980-81	1981-82 (est.)
Black American	3	4	2	3
American Indian	0	1	0	4
Mexican American/Chicano	1	0	2	0
Mainland Puerto Rican	0	1	0	0

Minority Applicants, Admissions, Matriculants and Enrollments for the Academic Years 1979 and 1980

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
1979-80												
Applied	—	—	—	—	—	—	—	—	—	—	—	—
Accepted	—	—	—	—	—	—	—	—	—	—	—	—
Matriculated	—	—	—	—	—	—	—	—	—	—	—	—
Enrolled												
First-Year	30	15/15	—	0	0/0	0	0	0/0	0	14	8/6	—
All Years	87	41/46	—	1	0/1	—	0	0/0	0	28	18/10	—
1980-81												
Applied	—	—	—	—	—	—	—	—	—	—	—	—
Accepted	—	—	—	—	—	—	—	—	—	—	—	—
Matriculated	—	—	—	—	—	—	—	—	—	—	—	—
Enrolled												
First-Year	25	13/12	—	1	0/1	—	0	0/0	0	13	6/7	—
All Years	86	39/47	—	2	0/2	—	0	0/0	0	32	19/13	—

— Indicates data not available

Minority Students Graduated for the Academic Years 1978 to 1981

Minority Group	1978-79	1979-80	1980-81	1981-82 (est.)
Black American	19	12	14	21
American Indian	0	—	—	—
Mexican American/Chicano	0	—	—	—
Mainland Puerto Rican	5	4	5	4

Minority Applicants, Admissions, Matriculants and Enrollments for the Academic Years 1979 and 1980

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
1979-80												
Applied	445	245/200	20	8	5/3	38	1	1/0	0	52	30/22	12
Accepted	47	29/18	12	0	0/0	0	1	1/0	0	7	4/3	0
Matriculated	10	5/5	50	0	0/0	0	0	0/0	0	3	1/2	0
Enrolled												
First-Year	14	7/7	43	0	0/0	0	0	0/0	0	3	1/2	0
All Years	65	37/28	—	0	0/0	0	0	0/0	0	9	8/1	—
1980-81												
Applied	429	215/214	18	6	3/3	0	19	10/9	0	58	29/29	13
Accepted	29	17/12	20	0	0/0	0	3	2/1	0	13	6/7	0
Matriculated	8	4/4	0	0	0/0	0	1	1/0	0	3	1/2	0
Enrolled												
First-Year	17	9/8	—	0	0/0	0	0	0/0	0	3	1/2	—
All Years	58	36/22	—	0	0/0	0	0	0/0	0	11	8/3	—

— Indicates data not available

Minority Students Graduated for the Academic Years 1978 to 1981

Minority Group	1978-79	1979-80	1980-81	1981-82 (est.)
Black American	10	16	15	11
American Indian	—	—	—	—
Mexican American/Chicano	—	—	—	—
Mainland Puerto Rican	—	1	4	3

Minority Applicants, Admissions, Matriculants and Enrollments for the Academic Years 1979 and 1980

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
1979-80												
Applied	4	2/2	100	7	5/2	86	28	—	86	—	—	—
Accepted	1	0/1	100	2	2/0	100	16	13/3	100	—	—	—
Matriculated	1	0/1	100	2	2/0	100	15	12/3	100	—	—	—
Enrolled												
First-Year	1	0/1	100	2	2/0	100	15	12/3	100	0	0/0	0
All Years	2	1/1	100	7	6/1	100	51	40/11	—	0	0/0	0
1980-81												
Applied	1	0/1	100	3	2/1	100	33	17/16	100	—	—	—
Accepted	1	—	—	2	1/1	100	21	11/10	100	—	—	—
Matriculated	1	—	—	2	1/1	100	20	10/10	100	—	—	—
Enrolled												
First-Year	1	0/1	—	2	1/1	100	20	10/10	100	0	0/0	0
All Years	4	1/3	—	8	6/2	100	54	38/16	100	1	1/0	—

— Indicates data not available

Minority Students Graduated for the Academic Years 1978 to 1981

Minority Group	1978-79	1979-80	1980-81	1981-82 (est.)
Black American	0	0	1	0
American Indian	1	0	1	1
Mexican American/Chicano	2	11	11	10
Mainland Puerto Rican	0	0	0	0

**The Albany Medical College
of Union University**

Address inquiries to
Dr. Robert B. Chodos
Assistant Dean for Student Affairs
Albany Medical College
47 New Scotland Avenue
Albany, New York 12208
(518) 445-5256

Recruitment. More than 100 invitations to apply are sent to individuals chosen from the Med-MAR list each year. Since the Albany Medical College requires on-campus interviews, the invitations have gone primarily to individuals in the Northeast United States.

Staff and students visit special minority undergraduate programs and attend a number of career day programs. We, of course, welcome visits to our facilities from prospective students who live in the immediate area or who may be in Albany on a visit.

Admissions. Minority student admissions are handled by the regular Committee on Admissions. The Committee always includes at least one faculty minority representative, and at least one member of the student council Minority Affairs Committee. The Minority Affairs Committee representative reviews the selection of all minority candidates for possible interview. At the time of interview, a special effort is made for all minority applicants to meet informally with minority members of the student body and faculty as well as with other minority applicants.

Each minority candidate interviewed generally has at least one minority interviewer. No specific guidelines have been instituted for the evaluation of minority applicants; however, ethnic and socioeconomic differences are considered in evaluating the Medical College Admissions Test scores. On the other hand, any individual entering the curriculum, which is equivalent to about 24 credits per semester of graduate level work, must show that he can handle the academic work and communicate sufficiently well to satisfy the demands of the curriculum.

Academic Aid Programs. No special programs have been developed solely to assist minority students. However, special arrangements are made as needed to assist an accepted minority student to prepare for matriculation and for life as a medical student.

Students may be placed on a decelerated schedule which allows three years for the completion of the first two years of work. At present, there is one student in this program. In addition, formal reviews and informal tutorial assistance are available to all students with special needs. Any student who appears to be headed in the direction of academic difficulty is approached immediately and special assistance is offered.

Summer Programs. Outlines of first-year course, some source materials, computer assisted instruction in certain first year subjects and faculty assistance may be made available during the summer for the first year. Special arrangements are made for any minority student who wishes to avail himself or herself of these opportunities.

Student Financial Assistance. No special programs have been developed solely for the support of minority students. All financial assistance is based on demonstrable need. Since most minority students have great financial needs, they tend to receive a larger proportional share of the financial assistance available through the college. Applicants may apply for a waiver of the application fee if they consider themselves financially disadvantaged.

**Albert Einstein College of Medicine
of Yeshiva University**

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Educational Programs Coordinator
Albert Einstein College of Medicine
of Yeshiva University
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(212) 430-3091

Recruitment. Minority student recruitment is conducted through the office of the Educational Programs Coordinator. Faculty members and enrolled medical students also take an active part in these efforts. We are annual participants in the Harvard Health Careers Summer Program, the New York Medical College Health Careers Day and the Health Careers Conferences sponsored by the various ASPIRA Organizations. In addition, visits are made to colleges, both local and out of state, in order to speak to student groups interested in medicine as a career. The Educational Programs Coordinator works closely with premedical advisors at various undergraduate institutions and assists in the counseling and placement of undergraduates in available clinical rotations.

The Minority Affairs Committee, the Office of Admissions and enrolled minority students sponsor an annual recruitment luncheon for prospective applicants chosen from the Med-MAR List. A newsletter written by minority students and faculty is distributed to undergraduates at recruitment sites and mailed to interested students.

Admissions. The Committee on Admissions has an "ad hoc" advisory group which screens and considers the applications of students classifying themselves as "minority." It includes faculty and student members, some of whom come from minority groups.

In selecting students for interview and for acceptance, attention is paid not only to the traditional indicators of success, such as GPA and MCAT, but also to those qualities which a student must possess in order to become a good physician. Among these are good character, strong motivation, perseverance and compassion.

All students are invited to attend a luncheon and tour of the school on the day of interview. Faculty members and students are present at both and can, at that time, give applicants further insight into the school and the admissions process.

Academic Aid Programs. The Educational Programs Coordinator, in conjunction with the Assistant Dean for Students, closely follows the academic progress of students. Should difficulties arise, students are counselled and may be advised to avail themselves of tutorial assistance. This is provided to all students, free of charge, and upon their request. Extensive syllabi, which cover the lecture material, are provided for all subjects in the basic sciences.

Since most academic problems arise because of personal difficulties rather than intellectual unpreparedness, a large part of the retention effort involves non-academic supports. In addition to the Educational Programs Coordinator and school-assigned faculty advisors, the students have access to members of the Minority Affairs Committee. This is a Dean's Committee composed of faculty and students who serve as advisors and look into any matters of concern to minority students.

There are branches of the Student National Medical Association and the Boricua Health Organization at Einstein. Both are quite active in undergraduate advisement, recruitment efforts and issues of social and health import. The support that the students provide to each other directly and through their various activities is invaluable and can, literally, mean the difference between success and failure.

Summer Programs. The Departments of Biochemistry, Cell Biology and Genetics offer a combined preparatory course to new matriculants during the two-week period preceding the start of classes. Aside from serving to introduce the students to the basics of these subjects, the course helps to introduce the students to each other, to some faculty members and to the school environment. Participation is voluntary and is recommended to students whose basic science background is weak or limited in content or scope.

Some summer clinical research projects for undergraduates can be individually arranged with interested faculty members.

NEW YORK: Albert Einstein College of Medicine of Yeshiva University

Student Financial Assistance. Application fees are waived for financially needy students. Financial aid is available to minority students on the basis of financial need and consists of tuition remissions, scholarships

and awards, in addition to the well-known loan programs. No student should be discouraged from applying due to lack of funds.

**Columbia University
College of Physicians and Surgeons**

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Director
Office of Minority Affairs
Columbia University
College of Physicians and Surgeons
630 West 168th Street
New York, New York 10032
(212) 694-6826

Recruitment. The Office of Minority Affairs is directly responsible for recruitment of underrepresented minority group students. A variety of approaches are utilized to increase the number of minority applicants. Orientation visits by prospective applicants is strongly encouraged and desirable. Minority premedical students are always welcome to visit the medical school, to browse through the Hammer Health Sciences Library, have lunch at Bard Hall, and talk with our medical students. Frequent communication with the office is encouraged.

Career counseling and advisement is provided to college students, postgraduates and high school students.

National recruitment consists of inviting the submission of applications from minority group students who are underrepresented in American medicine and who identified themselves on the Med-MAR list.

Regional recruitment visits are made to college campuses concentrated primarily in the New York, New Jersey, Pennsylvania, and Connecticut areas. They are conducted by the Director and our members of the Black and Latin Student's Organization.

The Office of Minority Affairs presents an annual Recruitment Day Conference sponsored by our P&S Alumni Office. The specific purpose of the conference is to provide information to potential minority group applicants on pertinent topics related to the preparation required for medical school admission, in general, and specific information about admission to P&S.

The College of Physicians and Surgeons Columbia University has an extremely effective and cohesive student organization, of long standing, the Black and Latin Students Organization (BALSO) which is an integral part of its parent office, the Minority Recruitment Office. BALSO is active inter-

nally with minority student affairs as well as externally with recruitment activities.

Admissions. All applicants must apply directly to the Medical School. Minority applicants are considered on an equal basis with other applicants.

The Office of Minority Affairs works closely with the Admissions Office to facilitate the applications from minority group students to the Medical School. Both minority faculty and enrolled students participate on the committee.

Academic Aid Programs. The same academic aid programs are available to all of our students. Judging by the very small numbers of minority students who have had to leave P&S for academic reasons, these programs are satisfactory supplements to our formal teaching programs.

Summer Programs. The Minority Recruitment Office offered a six week pilot Summer Science Review Preparatory Course for taking the Medical College Admission Test (MCAT). BALSO Students sponsor pre-enrollment activities for newly entering Minority Students. Aside from the above, our previous summer programs have had to be discontinued because the lost external funding could not be replaced adequately by internal funds.

Student Financial Assistance. Application fees are waived whenever circumstances indicate that payment of them would entail undue financial hardship. Students with demonstrated need for financial aid are awarded a mixture of loans and scholarships. In any given year, the criteria used for calculating awards are applied with equal force for all of our students in each of the four classes.

Minority Applicants, Admissions, Matriculants and Enrollments for the Academic Years 1979 and 1980

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican*		
	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
1979-80												
Applied	201	—	—	—	—	—	—	—	—	125	—	—
Accepted	25	—	—	—	—	—	—	—	—	10	—	—
Matriculated	5	3/2	—	—	—	—	—	—	—	2	2/0	—
Enrolled												
First-Year	5	3/2	—	0	0/0	0	0	0/0	0	2	2/0	—
All Years	27	13/14	—	0	0/0	0	0	0/0	0	6	4/2	—
1980-81												
Applied	186	—	—	—	—	—	—	—	—	98	—	—
Accepted	23	—	—	—	—	—	—	—	—	23	—	—
Matriculated	7	5/2	—	—	—	—	—	—	—	3	2/1	—
Enrolled												
First-Year	7	5/2	—	0	0/0	0	0	0/0	0	3	2/1	—
All Years	24	13/11	—	0	0/0	0	0	0/0	0	9	5/4	—

— Indicates data not available

*Includes all Hispanic groups

Minority Students Graduated for the Academic Years 1978 to 1981

Minority Group	1978-79	1979-80	1980-81	1981-82 (est.)
Black American	4	6	9	3
American Indian	0	0	0	0
Mexican American/Chicano	—	—	—	—
Mainland Puerto Rican*	3	0	3	1

Minority Applicants, Admissions, Matriculants and Enrollments for the Academic Years 1979 and 1980

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
1979-80												
Applied	108	55/53	—	11	9/2	—	12	9/3	—	36	19/17	—
Accepted	4	3/1	—	0	0/0	0	0	0/0	0	0	0/0	0
Matriculated	1	1/0	—	0	0/0	0	0	0/0	0	0	0/0	0
Enrolled												
First-Year	1	1/0	100	0	0/0	0	0	0/0	0	0	0/0	0
All Years	3	3/0	66	0	0/0	0	0	0/0	0	1	1/0	100
1980-81												
Applied	99	48/51	—	3	2/1	—	5	3/2	—	23	10/13	—
Accepted	9	2/7	—	1	0/1	—	0	0/0	0	3	0/3	—
Matriculated	2	1/1	—	0	0/0	0	0	0/0	0	1	0/1	—
Enrolled												
First-Year	2	1/1	100	0	0/0	0	0	0/0	0	1	0/1	100
All Years	6	3/3	66	0	0/0	0	0	0/0	0	3	2/1	100

— Indicates data not available

Minority Students Graduated for the Academic Years 1978 to 1981

Minority Group	1978-79	1979-80	1980-81	1981-82 (est.)
Black American	2	1	0	1
American Indian	0	0	0	0
Mexican American/Chicano	0	0	0	0
Mainland Puerto Rican	0	0	1	0

Minority Applicants, Admissions, Matriculants and Enrollments for the Academic Years 1979 and 1980

	Black American*			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
1979-80												
Applied	—	—	—	—	—	—	—	—	—	—	—	—
Accepted	—	—	—	1	1/0	—	—	—	—	—	—	—
Matriculated	5	2/3	100	1	1/0	—	—	—	—	3	2/1	67
Enrolled												
First-Year	5	2/3	100	1	1/0	—	0	0/0	0	3	2/1	67
All Years	22	11/11	—	2	2/0	100	0	0/0	0	10	7/3	—
1980-81												
Applied	—	—	—	—	—	—	—	—	—	—	—	—
Accepted	—	—	—	1	0/1	—	—	—	—	—	—	—
Matriculated	3	1/2	100	1	0/1	100	0	0/0	0	2	1/1	100
Enrolled												
First-Year	3	1/2	100	1	0/1	100	0	0/0	0	4	2/2	100
All Years	19	8/11	—	3	2/1	100	0	0/0	0	10	7/3	—

— Indicates data not available

* Includes permanent residents

Minority Students Graduated for the Academic Years 1978 to 1981

Minority Group	1978-79	1979-80	1980-81	1981-82 (est.)
Black American*	1	6	8	3
American Indian	0	0	1	0
Mexican American/Chicano	1	0	0	0
Mainland Puerto Rican	3	4	2	1

Cornell University Medical College

Address Inquiries to
Dr. Bruce L. Ballard
Associate Dean
Assistant Professor of Psychiatry
Cornell University Medical College
1300 York Avenue
New York, New York 10021
(212) 472-5668

Recruitment. The faculty at Cornell University Medical College has long recognized that society's needs might be better met by increasing the numbers of minority men and women in the health science fields. Accordingly, a studious effort has been made annually to attract capable minority students at Cornell. Cornell recruits actively on a nationwide basis to assure that each entering medical school class will be a diverse group of capable prospective physicians. At Cornell, diversity can be defined to include students representative of backgrounds that are most affected by the nationwide physician shortage vis-a-vis their numbers in the total national population.

Since New York City is one of the great urban academic centers in the United States, we welcome visits to our facilities from prospective medical school students who live in the area or who may be visiting.

Admissions. We do not have a separate minority admissions committee or sub-committee. Minority students make application to Cornell in the same way as other applicants. Our Admissions Committee consists of approximately 20 people and, at present, four members of the committee are minority group members.

Academic Aid Programs. There is no specific academic aid program for students prior to or during their stay here at Cornell as medical students. When minority students encounter academic difficulties, the problem is handled in the same manner as it is handled for any other student by means of individualized tutorial assistance from faculty or upper-classmen.

Summer Programs. Cornell initiated the Summer Fellowship Program for Minority Group Students in 1969. The primary purpose of the summer program is not to entice students to Cornell for their medical education, but to provide minority students with an indepth preliminary experience of medical school life. Participants in the Summer Fellowship Program come from a wide range of undergraduate institutions and must have completed their junior year in a premedical curriculum to be eligible. Through the experiences of laboratory research, classroom lectures, seminars on public health, field visits, and close-up observations of hospital care, the fellows gain a clear picture of the demands and opportunities they will encounter in choosing medicine as a career. A popular feature of our program is the assignment of each fellow to a third-year medical student who serves as a "clinical tutor" and takes the summer student on weekly rounds of the floors of The New York Hospital to observe the care of patients. A number of the participants in this program subsequently seek admission to CUMC and we welcome them.

Student Financial Assistance. The application fee will be waived for minority students who would find it financially difficult to pay, and in some instances we provide financial help for them to travel for interviews.

There are no special funds specifically set aside for minority group students, but financial aid in the form of grants and loans is made available to all students according to their needs within the limits of available funds for a given year.

**Mount Sinai School of Medicine
of the City University of New York**

Address inquiries to
Dr. Barry Stimmel
Dean for Admissions
Academic and Student Affairs
Mount Sinai School of Medicine
Annenberg Building, Fifth Floor
One Gustave L. Levy Place
New York, New York 10029
(212) 650-6694

Recruitment. The School of Medicine's recruitment program includes visits by faculty and admissions officers to colleges in the Metropolitan New York area as well as to selected undergraduate institutions in other regions. In addition, the Office of Admissions, when appropriate, arranges on-site visits for students in premedical clubs or societies.

The School of Medicine's Division of Health Careers Development also sponsors an on-campus high school program for students in the Metropolitan New York area. The Secondary Education Through Health Program (S.E.T.H.) offers remedial assistance and hospital experiences to high school students interested in careers in the health professions. The Premedical Research and Education Program (P.R.E.P.) offers research and educational opportunities to high school and college students.

Admissions. All applicants to the Mount Sinai School of Medicine are evaluated on the basis of academic performance, Medical College Admission Test scores, premedical committee letters of recommendation, extracurricular activities, and the degree of interest or motivation apparent in the application or evidenced upon interview. The Admissions Committee thoroughly reviews applications of educationally disadvantaged students. Action based on these recommendations, is then taken. Faculty and student minority representation exists on the Admissions Committee.

Academic Aid Programs. During the academic year, a retention program exists, consisting of ongoing tutorials organized by a full-time faculty member as well as tutorials arranged on an individual departmental basis when needed. The goals of the retention program are (1) the identification of the student in academic difficulty at an early date to assist in improving his/her performance prior to formal completion of a course; (2) the provision of a better milieu in which students with particular academic

deficiencies can function in their peer group with a minimum of anxiety; and (3) the ability to enable all students accepted to the School of Medicine to be provided with additional individual academic support, when needed, so that their medical education may be completed.

Summer Programs. Accepted students with educational deficiencies are encouraged to participate in a reinforcement program the summer prior to matriculation. The program is of two months' duration and includes work in the following areas: (1) chemistry and mathematics essential for medicine, (2) cell biology, and (3) introduction to anatomy. In addition, hospital experience is an integral part of the program. The program is directed by a full-time faculty member, assisted by student tutors, with tutorial instruction by other faculty members where appropriate.

Student Financial Assistance. It is the policy of the school to provide as much financial assistance as possible to all students who require such assistance in order to maintain attendance. Students who are accepted for admission are provided financial assistance applications on which they may document their request for financial aid. Applications are treated confidentially, and awards are made by a faculty committee on financial aid. Each applicant is considered on an individual basis, so that the greatest support for the most needy students can be distributed. Application fees may be waived upon appropriate request.

Other Pertinent Information. There is at present no special office at Mount Sinai that coordinates minority programs, although the School of Medicine is strongly committed to an affirmative action policy. Accordingly, in addition to Dr. Stimmel, inquiries should be addressed to Dr. Edward J. Ronan, Assistant Dean for Academic Affairs, Mount Sinai School of Medicine.

New York Medical College

Address inquiries to
Dr. Anthony A. Clemendor
Associate Dean
New York Medical College
Metropolitan Hospital
1901 First Avenue
Suite 16A2
New York, New York 10029
(212) 360-6263

Recruitment. In 1972, recognizing the need to produce more minority physicians, New York Medical College created the Office of Minority Affairs. Since then, the Office has played the most significant role in the recruitment and retention of minority students. From an average admission of approximately eight (8) minority students per year in 1972, the College increased its admission to nineteen (19) minority students in September, 1975.

To recruit students, the Director, Assistant Director, Administrative Assistant, and upper-class students at the College visit a large number of undergraduate colleges, primarily in the East. Moreover, they recruit from within the East Harlem and Harlem communities, which are located in proximity to Metropolitan/Hospital.

Admissions. The Director of Minority Affairs serves on the Admissions Committee and the Executive Subcommittee which makes final decisions on all applicants. The applications for all minority students are reviewed by members of the minority subcommittee on Admissions which reports back to the full committee.

Academic Aid Programs. Accepted students are offered an academic reinforcement program during the summer prior to matriculation. This program is described in detail under "Summer Programs."

The Office of Minority Affairs has focused intensely on retention. Tutorials and other supportive services have been specifically arranged according to the needs of individual students. As a result, not only has there been major improvement in the performance of minority students, but also their achievement, in general, is equivalent to that of their peers.

Once classes begin, tutorials are offered in all courses on a group as well as individual basis, and these tutorials are taught by medical faculty and graduate students in accordance with directions from the Office of Minority Affairs. In addition, professional counseling is available through the Office,

either by request or according to group needs. To expand supportive services, the Assistant Director for Minority Affairs works closely with students in class on the Westchester Campus.

Summer Programs. One important vehicle of recruitment is the Premedical Summer Program, which is conducted for eight (8) weeks on the Westchester Campus in Valhalla, New York. Participants are as follows: (a) minority undergraduate juniors and seniors, (b) disadvantaged students, and (c) students accepted to the freshman class at New York Medical College. The curriculum of the summer program is designed and taught by the medical faculty in the basic sciences. Included are courses in anatomy, physiology, and biochemistry with concomitant labs; hospital rounds at Westchester County Medical Center; study skills, which involves a course in developmental speed reading and comprehension, medical terminology, prefixes, suffixes, stems, etc.; professional counseling by two (2) psychologists; and clinical workshops in diverse specialties given by physicians from the College's various affiliations. More importantly, basic science courses are taught at the same level as the first year of medical school, and National Board-type examinations are given to familiarize students with the format of exams given in medical school.

The purpose of the Summer Program is to assist students in developing greater insights into areas of the basic sciences, which, in general, are difficult for students in the first year of medical training. Applications and brochures for the summer program are mailed and/or distributed to Premedical Advisors and students during regular recruitment visits. However, a letter or telephone call to the Office of Minority Affairs would also be appropriate.

Student Financial Assistance. Under the minority recruitment program, the application fee is waived for minority and disadvantaged students applying to New York

New York Medical College: NEW YORK

Medical College. A letter from the undergraduate advisor requesting the fee waiver is required.

New York Medical College provides a limited number of full-tuition scholarships for minority students accepted under our program.

In regard to loans, the Office of Minority Affairs has two (2) emergency loan programs for minority students—The J.M. Foundation Revolving Emergency Loan Fund and the New York Medical College Faculty Loan Fund for Minority Students.

Recruitment. New York University School of Medicine sponsors a range of undergraduate and high school programs which are directed toward the encouragement, preparation, and orientation of minority and disadvantaged students seeking careers in health related fields. One of these is a junior high school incentive program for teenagers demonstrating skills in basic science in cooperation with one of New York's public schools. The other is a college preparatory program concerned primarily with a select number of students who are specifically encouraged to pursue premedical studies with a prospect for seeking admission to medical school.

In addition, the Admissions Committee and Dean's Office sponsor field visits to undergraduate campuses and high schools as well as an annual Health Careers Day at the Medical Center. In each activity the cooperative efforts of students, faculty, and administrators are used.

The medical school also maintains liaison with premedical advisors and those campus organizations devoted to encouraging disadvantaged students to seek medical careers.

Admissions. The Admissions Committee assigns several of its members each year to the task of screening, reviewing, and recommending applications of minority and disadvantaged students to ensure that these applications are given consideration by appropriately experienced individuals. In the final analysis, however, the committee's standards for admission are uniformly applied to all candidates.

Academic Aid Programs. Students accepted to the School of Medicine will receive academic support when and if required. Curriculum and course schedules are flexible and often arranged to meet the specific needs of a student. Extra-curricular and individual tutorial assistance are made easily available. In addition, the school will engage outside counseling for a student who asks for or requires it.

The faculty has traditionally insisted that every student be encouraged to do his or her best and be afforded the supplemental teaching assistance necessary to insure positive results in his or her academic program.

Student Financial Assistance. The Admissions Committee will, upon written request, waive application fees. The school participates in all recognized publicly supported financial aid programs and maintains a staff to assist students with financial aid requests. Federal, state, and privately endowed loans and scholarships are available. Students from economically deprived backgrounds receive special attention and considerable tuition assistance. All requests for financial aid are processed by formal application and all awards are based on financial need.

Other Pertinent Information. New York University School of Medicine sponsors for its students and housestaff a Spanish language and cultural orientation program designed to equip medical personnel with the essentials for conversing with Spanish-speaking patients and colleagues and an understanding of the social and cultural heritage of the Spanish-speaking populace in New York. The program has received national acclaim and is an innovation of the School's Department of Urban Health Affairs. This department also provides a range of elective and teaching programs designed to acquaint medical students with the problems of the poor, handicapped, and aged, as well as the ethnic distinctions of the city's population.

Minority and disadvantaged students are encouraged to apply to New York University School of Medicine with the knowledge that they will receive the most careful and sympathetic consideration given to all other applicants. Similarly, it must be stressed that the Admissions Committee is obliged to maintain a professional standard for all candidates which ultimately assures equity and uniformity in the acceptance process.

**Minority Applicants, Admissions, Matriculants and
Enrollments for the Academic Years 1979 and 1980**

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
1979-80												
Applied	373	—	—	24	—	—	76	—	—	75	—	—
Accepted	21	15/6	—	1	1/0	—	2	1/1	—	6	2/4	—
Matriculated	10	8/2	—	0	0/0	0	2	1/1	—	1	0/1	—
Enrolled												
First-Year	11	9/2	—	0	0/0	0	2	1/1	—	1	0/1	—
All Years	35	25/10	—	2	1/1	—	5	4/1	—	8	4/4	—
1980-81												
Applied	423	—	—	10	—	—	31	—	—	66	—	—
Accepted	30	19/11	—	1	1/0	—	0	0/0	0	9	8/1	—
Matriculated	5	3/2	—	1	1/0	—	0	0/0	0	4	4/0	—
Enrolled												
First-Year	6	3/3	—	1	1/0	—	0	0/0	0	4	4/0	—
All Years	32	21/11	—	1	1/0	—	5	4/1	—	11	9/2	—

— Indicates data not available

**Minority Students Graduated for the
Academic Years 1978 to 1981**

Minority Group	1978-79	1979-80	1980-81	1981-82 (est.)
Black American	10	8	8	8
American Indian	1	1	0	0
Mexican American/Chicano	0	0	1	2
Mainland Puerto Rican	1	3	3	3

Minority Applicants, Admissions, Matriculants and Enrollments for the Academic Years 1979 and 1980

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
1979-80												
Applied	123	46/77	76	—	—	—	5	3/2	20	62	32/30	84
Accepted	13	7/6	77	—	—	—	1	1/0	100	11	6/5	100
Matriculated	6	4/2	83	—	—	—	1	1/0	100	3	1/2	100
Enrolled												
First-Year	7	4/3	86	0	0/0	0	1	1/0	100	4	2/2	100
All Years	24	10/14	96	0	0/0	0	2	2/0	100	13	5/8	100
1980-81												
Applied	95	46/49	73	—	—	—	7	5/2	0	80	47/33	89
Accepted	18	8/10	78	—	—	—	—	—	—	9	3/6	89
Matriculated	7	3/4	86	—	—	—	—	—	—	3	2/1	100
Enrolled												
First-Year	7	3/4	86	0	0/0	0	0	0/0	0	3	2/1	100
All Years	22	9/13	91	0	0/0	0	2	2/0	100	12	5/7	100

— Indicates data not available

Minority Students Graduated for the Academic Years 1978 to 1981

Minority Group	1978-79	1979-80	1980-81	1981-82 (est.)
Black American	6	8	3	6
American Indian	—	—	—	—
Mexican American/Chicano	—	—	—	1
Mainland Puerto Rican	2	3	2	3

**Minority Applicants, Admissions, Matriculants and
Enrollments for the Academic Years 1979 and 1980**

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
1979-80												
Applied	—	—	—	—	—	—	—	—	—	—	—	—
Accepted	—	—	—	—	—	—	—	—	—	—	—	—
Matriculated	—	—	—	—	—	—	—	—	—	1	—	—
Enrolled												
First-Year	5	3/2	—	0	0/0	0	1	1/0	—	2	0/2	—
All Years	21	8/13	—	0	0/0	0	1	1/0	—	19	9/10	—
1980-81												
Applied	—	—	—	—	—	—	—	—	—	—	—	—
Accepted	—	—	—	—	—	—	—	—	—	—	—	—
Matriculated	—	—	—	—	—	—	—	—	—	—	—	—
Enrolled												
First-Year	4	1/3	—	0	0/0	0	0	0/0	0	2	1/1	—
All Years	24	9/15	—	0	0/0	0	0	0/0	0	22	10/12	—

— Indicates data not available

**Minority Students Graduated for the
Academic Years 1978 to 1981**

Minority Group	1978-79	1979-80	1980-81	1981-82 (est.)
Black American	9	4	8	7
American Indian	0	0	0	0
Mexican American/Chicano	0	0	0	0
Mainland Puerto Rican	8	6	4	4

**The University of Rochester
School of Medicine and Dentistry**

Address inquiries to
Dr. Carol W. Moore
Associate Dean for Minority Affairs
The University of Rochester
School of Medicine and Dentistry
Medical Center Box 601
Rochester, New York 14642
(716) 275-2842

Recruitment. With the establishment in 1981 of the new Office of Minority Affairs at the University of Rochester School of Medicine and Dentistry, recruitment for both the M.D. and M.D./Ph.D. programs is primarily, although not exclusively, concentrated at the undergraduate level. In closely coordinated efforts with Admissions, visits and recruitment trips are made by the Associate Dean for Minority Affairs to student groups, career programs and activities, summer programs, and premedical advisors. Minority medical students and alumni, administrators and a staff assistant all participate in recruitment efforts. Undergraduate students in any year are invited to tour the school and meet with faculty and/or students. Contacts are also made and invited by mail and telephone.

Admissions. All applicants make application to the University of Rochester School of Medicine by the same procedures, and are reviewed by the same Admissions Committee. The school is interested in the total profile of each student applicant, including academic preparedness, background and experiences, commitment and motivation. Screening, reviews, and admissions are made by the Admissions Committee which consists of approximately thirteen faculty members, including the Deans for Admissions, Minority Affairs (a minority faculty member), Student Affairs, and Financial Aid. An applicant invited to the school for interview usually meets with a minimum of three faculty members for one hour each.

Academic Aid Programs. The school attempts to provide academic aid programs for all students as the need arises while in school. The Associate Deans for Student Affairs and Minority Affairs and/or the Committee on Remedial Programs advises individual students and works closely with faculty. Departments and individual faculty members provide tutorial assistance. It is recognized that improvement of academic skills and study habits, provision of a flexible curriculum schedule, and considerable one-to-one teacher-student relationships

may be needed at any stage of academic training. Steps are routinely taken to incorporate such concepts into the Rochester program.

The fourth year-first year student program makes a match at the students' prerogative to provide a "buddy" or "tutor" relationship. In addition the student-faculty program provides an opportunity for first-year students to establish the relationship with a member of the medical school faculty. The nature of the student-faculty relationship depends on the interest of both the faculty member and the student. Fourth year students are assigned in matching students with faculty. There may be academic and/or personal guidance; an opportunity to correlate basic science course work with clinical and research applications; exposure to breadth of medicine including history, ethics, and public or community health; or an opportunity to pursue areas in depth in a field proposed by the student. Not only is there the potential for a valuable relationship with either a faculty member or a student by the fourth year-first year student program or the student faculty program, but there is also an opportunity to develop a growing friendship.

Summer Programs. The new Summer Research Fellowship (SURF) Program for minority students, completely funded by the University of Rochester, includes a laboratory research experience in several medical and basic science departments. In addition, it is planned that SURF will include seminars, presentations, some observations of hospital care, visits, and a test-skills workshop. For consideration for the Summer Program, applicants must be rising juniors or seniors and have had academic introduction in their field of interest.

Student Financial Assistance. Any applicant in financial need will have his or her application fee waived upon request. The school offers partial support for interview trips to Rochester to those students who would have difficulty meeting these expenses.

NEW YORK: The University of Rochester School of Medicine and Dentistry

This school offers financial aid on the basis of need and works closely with all granting agencies. The Committee on Financial Assistance has as its primary goal the distribution of medical school scholarship and loan funds as well as Federal interest-subsidized loans so that no student will

be deprived of the medical education because of unmet financial need. To help insure this, we have instituted a Variable Unit Loan System to more equitably distribute medical school tuition scholarship and other endowed scholarships.

**State University of New York at Buffalo
School of Medicine**

**Address inquiries to
Dr. Maggie Wright
Assistant Dean, Student Affairs
State University of New York at Buffalo
School of Medicine
140 Farber Hall
Buffalo, New York 14214
(716) 831-2811**

Recruitment. The School of Medicine at SUNY/Buffalo recruits primarily at undergraduate colleges in the Northeast. Our most active efforts are aimed at multi-university settings or college recruitment days, health fairs, etc. Each year, on the Saturday following Thanksgiving, the School of Medicine, in conjunction with the other four state medical schools, conducts a recruitment day in New York City for students interested in any of the four state medical school programs. Usually a staff member from the Office of Medical Education or the Admissions Committee conducts our recruitment efforts. In some instances students accompany our staff on field visits. Because we are a state-supported institution, our primary thrust is aimed at recruiting the New York State resident.

Admissions. All applicants are screened and evaluated by the Admissions Committee. The Admissions Committee uses review panels to evaluate all applications. Multiple characteristics are used to determine candidate eligibility for admission. This gives minority students, as well as all others, an opportunity to present their very best attributes to the Admissions Committee.

Academic Aid Programs. A Preparatory and Support Program is provided for all admitted students during the summer before matriculation and during the academic year. The Preparatory and Support Program has the following components: a summer program, a learning skills support which deals with study habits, test-taking, course organization, etc., during the summer and academic year; tutorial assistance; and a test item bank (TIB) with practice questions for examinations in all subjects.

The Preparatory and Support Program is voluntary and especially helpful for disadvantaged students. It is open to the entire student body. The School of Medicine makes a sincere attempt to retain each student admitted, but each must meet the academic standards established by the faculty.

Summer Programs. The summer section of the Preparatory and Support Program includes two academic courses for credit, usually histology and embryology; an introduction to other core courses, usually biochemistry and gross anatomy, and a clinical preceptorship. A learning skills program is also offered.

Student Financial Assistance. GSL, HPSL, NDSL and University loans are available. These awards are based on demonstrated need. Some tuition waivers are available and are awarded to those who have the greatest financial need.

Two Scholar Incentive Awards are also available to minority students based on undergraduate performance, including overall grade point average, and Medical College Admission Test Scores. Recipients of these awards must demonstrate satisfactory performance throughout the academic program in order to qualify for continued financial support.

Other Pertinent Information. This institution has been and always will be committed to the idea of providing quality health care to all segments of our population. We have been in the forefront in the development and implementation of educational programs for minority and underprivileged students.

**State University of New York
Downstate Medical Center
College of Medicine**

**Address inquiries to
Rudolph M. Williams
Assistant Dean for Admissions
and Student Affairs
State University of New York
Downstate Medical Center
College of Medicine
450 Clarkson Avenue
Brooklyn, New York 11203
(212) 270-2447**

Recruitment. The SUNY-Downstate College of Medicine has a constant interest in expanding its efforts to identify, recruit, retain and graduate minority and/or economically disadvantaged individuals who have potential and promise for education and training in medicine. The College of Medicine has a strong minority program, including an active recruitment policy and both preparatory and enrichment opportunities during the summer months and the academic year. As part of this program, the Admissions Committee seeks to select a class that is not only academically competent, but also representative of a wide spectrum of personalities, backgrounds, talents and motivations.

SUNY-Downstate College of Medicine sponsors a range of undergraduate and high school programs which are directed toward the identification, preparation and orientation of minority and disadvantaged students seeking careers in medicine and other health related fields. A Minority High School Student Research Program is offered to teenagers demonstrating promise in health sciences education. A Health Sciences Explorer Scout Post is sponsored by the medical center for youngsters 14-18 who have an interest in the life sciences.

A preparatory and support program for minority students who have completed at least 2 years of undergraduate education is offered to enhance academic skills and to assist the student in negotiating the application process.

The College of Medicine recruits primarily at undergraduate colleges in the Northeast. Our most active efforts are aimed at multi-university settings or college recruitment days, health fairs, etc.

Admissions. All applicants are screened and evaluated by the full Admissions Committee. Multiple characteristics are used to determine candidate eligibility for admission and the Committee carefully considers those factors which might have affected the applicant's past academic records or future achievements. Special consideration is given

to each applicant's potential contribution to the University's goals and societal needs. It is the duty of the Admissions Committee, acting for the Dean and faculty, to select the students who, in their judgment, will best provide excellent and beneficial diversity in the student body. No single factor is given overriding emphasis.

Academic Aid Programs. Comprehensive and individualized programs of academic assistance are provided to any student who requires academic aid. A skills development office is being established to help with specific problems of test-taking, study skills, note-taking and organization. Tutors are available upon request and may be assigned by departments when a student encounters academic difficulty. Small group study and review sessions are encouraged and led by faculty or graduate assistants. Summer academic enrichment programs are an integral part of our academic aid program.

Summer Programs. Downstate offers two summer programs to assist minority students in preparing for the academic demands of a medical education. The first is the Preparatory and Support Program for students who have completed at least 2 years of undergraduate education. The Preparatory and Support Program (P&S) is an eight week residential program designed to provide advanced study and preparation in the premedical sciences. Counseling will be provided and counselors will follow and advise students, both during the summer and once they return to their home campuses, on courses to take, scheduling, MCAT preparation and ways to improve their competitiveness. Some clinical exposure is provided. There are no restrictions as to who may apply.

Applications for the Preparatory and Support Program will be available on 15 January and decisions will be made by 1 May.

Operation Success is Downstate's second summer program. This program is restricted to those students admitted to the next entering class and provides an introduction to

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College of Medicine: NEW YORK

basic medical sciences. Operation Success is an eight week residential program directed by Downstate faculty with the assistance of upperclass minority students. No applications are necessary and information is sent once admission has been granted.

Student Financial Assistance. All students admitted to the SUNY-Downstate College of Medicine who apply for financial consideration are given financial assistance based on need and on available funds. Total financial counseling for the student and his/her parents will be provided during the summer programs and throughout the year.

Other Pertinent Information. SUNY-Downstate is a teaching institution educating health care professionals; a research

facility seeking answers to the medical problems that beset humankind; a teaching hospital caring for people with special problems; an out-patient facility serving the health needs of the community; a public service institution; the largest medical center in New York State; the seventh largest medical school in the United States; a unit of the State University of New York.

Downstate is all these things and more. It is an institution which exists to educate, to do research, and to take care of people. As a large urban medical center which is part of a large public university system, Downstate Medical Center is keenly aware of its special obligation for public service and is a vital contributor to the health care needs of the underserved and underprivileged citizens of Brooklyn, the state and the nation.

**Minority Applicants, Admissions, Matriculants and
Enrollments for the Academic Years 1979 and 1980**

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
1979-80												
Applied	310	—	—	—	—	—	—	—	—	85	—	—
Accepted	20	—	—	—	—	—	—	—	—	7	—	—
Matriculated	6	—	—	—	—	—	—	—	—	5	4/1	80
Enrolled												
First-Year	6	5/1	—	0	0/0	0	0	0/0	0	5	4/1	80
All Years	21	11/10	—	0	0/0	0	0	0/0	0	10	7/3	—
1980-81												
Applied	300	—	—	—	—	—	—	—	—	55	—	—
Accepted	25	—	—	—	—	—	—	—	—	6	—	—
Matriculated	2	2/0	50	—	—	—	—	—	—	3	2/1	67
Enrolled												
First-Year	2	2/0	50	0	0/0	0	0	0/0	0	3	2/1	67
All Years	16	6/10	—	0	0/0	0	0	0/0	0	13	9/4	—

— Indicates data not available

Minority Applicants, Admissions, Matriculants and Enrollments for the Academic Years 1979 and 1980

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
1979-80												
Applied	—	—	—	—	—	—	—	—	—	—	—	—
Accepted	4	3/1	75	—	—	—	—	—	—	1	0/1	100
Matriculated	1	1/0	100	—	—	—	—	—	—	—	—	—
Enrolled												
First-Year	1	1/0	100	0	0/0	0	0	0/0	0	0	0/0	0
All Years	5	4/1	60	0	0/0	0	1	1/0	—	2	1/1	100
1980-81												
Applied	—	—	—	—	—	—	—	—	—	—	—	—
Accepted	4	4/0	75	—	—	—	—	—	—	2	1/1	100
Matriculated	1	1/0	100	—	—	—	—	—	—	—	—	—
Enrolled												
First-Year	1	1/0	100	0	0/0	0	0	0/0	0	0	0/0	0
All Years	4	3/1	75	0	0/0	0	1	1/0	—	2	1/1	100

— Indicates data not available

Minority Students Graduated for the Academic Years 1978 to 1981

Minority Group	1978-79	1979-80	1980-81	1981-82 (est.)
Black American	1	2	0	3
American Indian	0	0	0	0
Mexican American/Chicano	0	0	0	0
Mainland Puerto Rican	1	0	1	1

**Minority Applicants, Admissions, Matriculants and
Enrollments for the Academic Years 1979 and 1980**

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
1979-80												
Applied	234	122/112	—	7	5/2	—	13	8/5	—	62	38/24	—
Accepted	21	12/9	—	1	1/0	—	1	1/0	—	4	3/1	—
Matriculated	13	7/6	—	0	0/0	0	0	0/0	0	2	2/0	—
Enrolled												
First-Year	13	7/6	—	0	0/0	0	0	0/0	0	2	2/0	—
All Years	37	17/20	—	0	0/0	0	2	1/1	—	9	7/2	—
1980-81												
Applied	237	112/125	—	6	4/2	—	13	9/4	—	49	22/27	—
Accepted	10	6/4	—	2	1/1	—	2	0/2	—	4	2/2	—
Matriculated	4	3/1	—	0	0/0	0	1	0/1	—	1	0/1	—
Enrolled												
First-Year	7	3/4	—	0	0/0	0	1	0/1	—	2	1/1	—
All Years	31	16/15	—	0	0/0	0	3	1/2	—	7	6/1	—

— Indicates data not available

**State University of New York at Stony Brook
Health Sciences Center
School of Medicine**

Address inquiries to
Dr. Aldustus E. Jordan, III
Associate Dean
State University of New York at Stony Brook
School of Medicine
Health Sciences Center
Stony Brook, New York 11794
(516) 246-2341

Recruitment. Recruitment visits are made upon individual request by schools or student groups, or arranged through contact by staff and students from the institution. During the past several years, visits have been made to undergraduate institutions, and the School of Medicine has worked with other campus groups in hosting visits from high school students from the Long Island and New York City area. Visits have also been made to local community colleges. Students, faculty, and administrators participate in these activities.

Admissions. The admissions procedures for minority students are the same as those for all applicants to the School of Medicine. A subcommittee of the Admissions Committee reviews applications and provides an initial evaluation. Final admissions decisions are made by the full Admissions Committee. The subcommittee has in the past included minority members from the Admissions Committee as well as additional membership, including students. The subcommittee members are also members of the Admissions Committee.

Academic Aid Programs. Academic assistance programs are available for all students in the School of Medicine. These include student and faculty tutorials, which are available upon request by the student or by advisement to the student. Individual arrangements may be made for students who would benefit from different curricular arrangements.

The student body at this school is still small enough so that individual attention may be directed to the applicant and to the matriculated student.

Student Financial Assistance. Regrettably, there are no institutional funds available for additional financial aid beyond those available to all students. However, because this is a state school, tuition is less than at other institutions. In addition, for those who qualify Scholar Incentive Awards and the Regents Scholarship Program may meet tuition payments.

**State University of New York
Upstate Medical Center
College of Medicine**

Address inquiries to
Dr. N. Barry Berg
Assistant Dean for
Academic Achievement and
Director, U-MED Program
State University of New York
Upstate Medical Center
College of Medicine
766 Irving Avenue, Room 2051
Syracuse, New York 13210
(315) 473-4347

Recruitment. The Upstate Minority Educational Development Program (U-MED) was established to provide increased educational opportunities for the study of medicine for those academically qualified students who may have been disadvantaged by virtue of their socioeconomic status. This program is reflective of the Upstate Medical Center's commitment to increasing enrollment, retention, and graduation of minority physicians who are disproportionately represented in the population.

Recruitment visits are made to regional health careers meetings and to individual undergraduate schools. Liaison relationships have been established with some undergraduate schools to enable us to assist students on a continuing basis in better preparation for medical school.

Admissions. SUNY Upstate does not have a separate Admissions Committee for minority applicants, but does have minority representation on its regular Admissions Committee. Every minority application is carefully and thoughtfully reviewed by this committee; and each applicant is evaluated on the merits of his/her total application rather than any one specific parameter. There is also minority representation on the academic faculty and on the clinical faculty. In addition, the Medical Center has a very positive Affirmative Action Program.

Academic Aid Programs. Comprehensive programs of academic aid are available to all students requiring academic assistance through the Office of Academic Achievement. The Director of the U-MED Program, also the Assistant Dean for Academic Achievement, is responsible for coordinating administrative and faculty efforts to provide an environment in which students can realize their full academic potential. The basic components of the academic aid programs are tutorials, academic counseling and advising, and the summer anatomy program.

The tutorial program consists of early identification of students experiencing academic difficulties, determination of individual problem areas, and the provision of proper tutorial and instructional aids in the basic science courses. Minority students completing the summer anatomy course are encouraged to tutor other students taking anatomy in the fall.

The Office of Academic Achievement, in conjunction with the Dean of Students, Office of Medical Education, and appropriate faculty provide a continuous and ongoing program of advisement and counseling to help orient, direct, and guide minority group students throughout their medical education. Minority housestaff and alumni have also been very active in this program. A special educational reference and study center is also available, and minority group students are encouraged to participate in institutional and national organizations responsible for minority medical education.

Summer Programs. The Summer Program offers gross anatomy for minority group and educationally disadvantaged medical students enrolled as freshmen at Upstate Medical Center. This course is taught by the Assistant Dean for Academic Achievement and is offered for credit during an eight week period over the summer. Students successfully completing this course receive advanced standing and are exempt from taking gross anatomy. Students have the opportunity to develop basic learning skills in the context of one of their major academic courses.

Student Financial Assistance. SUNY Upstate has a \$35 application fee. Since we are participating in AMCAS, which also has a fee, students may apply for an application fee waiver directly through AMCAS. Students receiving a waiver of the AMCAS fee are eligible for a waiver of Upstate's application fee. An interview is required at the

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Upstate Medical Center College of Medicine**

medical school campus, but financial assistance to defray the cost of the trip is not usually available. Arrangements can be made for interviewees to stay with program participants during their visit to our campus. There are no special sources of finan-

cial aid for minority students unique to this school; however, each student is provided with the use of microscopes, and loan of reference materials. Minority group students are given financial aid based upon demonstrated individual financial need.

**The Bowman Gray School of Medicine
of Wake Forest University**

Address inquiries to
Dr. Velma Gebron Watts
Director
Office of Minority Affairs
The Bowman Gray School of Medicine
of Wake Forest University
300 South Hawthorne Road
Winston-Salem, North Carolina 27103
(919) 748-4201

Recruitment. Through the Office of Minority Affairs, an extensive recruitment program is maintained at the community, high school, and undergraduate level. Faculty members and students disseminate information through participation in Career Day and other premedical activities.

Teams of minority faculty and/or students visit college campuses, including the predominantly Black schools, and participate in the recruitment opportunities offered by Summer Premedical and Health Careers Programs.

Minority students assist the Office of Minority Affairs in effectuating a "Helping Hand" program for minority applicants.

Admissions. In the process of the regular screening procedures, minority applications are reviewed by the Office of Minority Affairs. This Office assists both the Associate Dean for Student Admissions and the Committee on Admissions in the evaluation of minority students.

Academic Aid Programs. Retention support available to all students include expanded counseling, tutorial and academic

support programs in the basic sciences and clinical areas, modified-program scheduling, and learning-technique programs.

Summer Programs. Accepted students are offered an academic reinforcement program prior to matriculation. This program involves strengthening chemical and anatomic relationships, and learning skills.

Student Financial Assistance. Bowman Gray School of Medicine attempts to assure that every student's needs for financial aid are met. This is done by direct aid, loans, or a combination of loan and direct aid.

Tuition scholarships are awarded to minority students on the basis of need and ability. Qualifying North Carolina students are entered in competition for North Carolina Board of Governors Scholarships. These full-tuition and stipended awards are granted on the basis of need, probability of practicing in North Carolina, and potential as a physician.

Application fees are waived for students validating financial hardship with information such as a letter of support from the undergraduate financial aid officer.

**Minority Applicants, Admissions, Matriculants and
Enrollments for the Academic Years 1979 and 1980**

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
1979-80												
Applied	312	159/153	—	5	3/2	—	10	5/5	—	69	43/26	—
Accepted	60	30/30	—	1	1/0	—	1	1/0	—	14	9/5	—
Matriculated	17	8/9	—	0	0/0	0	0	0/0	0	5	3/2	—
Enrolled												
First-Year	20	10/10	—	0	0/0	0	0	0/0	0	5	3/2	—
All Years	46	27/19	—	1	0/1	—	2	1/1	—	12	7/5	—
1980-81												
Applied	340	161/179	—	6	4/2	—	7	5/2	—	48	20/28	—
Accepted	49	29/20	—	0	0/0	0	0	0/0	0	10	4/6	—
Matriculated	12	9/3	—	0	0/0	0	0	0/0	0	2	0/2	—
Enrolled												
First-Year	13	10/3	—	0	0/0	0	0	0/0	0	2	0/2	—
All Years	32	19/13	—	0	0/0	0	0	0/0	0	9	4/5	—

— Indicates data not available

**Minority Students Graduated for the
Academic Years 1978 to 1981**

Minority Group	1978-79	1979-80	1980-81	1981-82 (est.)
Black American	18	9	9	8
American Indian	—	1	—	—
Mexican American/Chicano	—	1	—	1
Mainland Puerto Rican	4	5	1	1

Minority Applicants, Admissions, Matriculants and Enrollments for the Academic Years 1979 and 1980

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
1979-80												
Applied	140	90/50	—	0	0/0	0	1	0/1	—	49	19/30	—
Accepted	21	9/12	—	0	0/0	0	1	0/1	—	6	3/3	—
Matriculated	0	0/0	0	0	0/0	0	0	0/0	0	1	0/1	—
Enrolled												
First-Year	1	0/1	—	0	0/0	0	0	0/0	0	3	1/2	—
All Years	11	8/3	—	0	0/0	0	0	0/0	0	11	6/5	—
1980-81												
Applied	147	90/57	—	1	0/1	—	—	—	—	53	25/28	—
Accepted	25	15/10	—	1	0/1	—	—	—	—	5	3/2	—
Matriculated	7	4/3	—	0	0/0	0	—	—	—	0	0/0	0
Enrolled												
First-Year	7	4/3	—	0	0/0	0	0	0/0	0	1	1/0	—
All Years	18	11/7	—	0	0/0	0	0	0/0	0	8	6/2	—

— Indicates data not available

Minority Students Graduated for the Academic Years 1978 to 1981

Minority Group	1978-79	1979-80	1980-81	1981-82 (est.)
Black American	5	0	3	9
American Indian	0	0	0	0
Mexican American/Chicano	0	0	0	0
Mainland Puerto Rican	4	4	3	3

**Minority Applicants, Admissions, Matriculants and
Enrollments for the Academic Years 1979 and 1980**

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
1979-80												
Applied	278	—	—	6	—	—	12	—	—	80	—	—
Accepted	30	—	—	0	0/0	0	0	0/0	0	1	—	—
Matriculated	13	8/5	—	0	0/0	0	0	0/0	0	0	0/0	0
Enrolled												
First-Year	13	8/5	—	0	0/0	0	0	0/0	0	0	0/0	0
All Years	22	15/7	—	1	0/1	—	1	1/0	—	2	1/1	—
1980-81												
Applied	305	—	—	11	—	—	11	—	—	73	—	—
Accepted	19	—	—	2	—	—	0	0/0	0	3	—	—
Matriculated	6	2/4	—	1	0/1	—	0	0/0	0	0	0/0	0
Enrolled												
First-Year	9	3/6	—	1	0/1	—	0	0/0	0	0	0/0	0
All Years	25	10/15	—	1	0/1	—	1	1/0	—	0	0/0	0

— Indicates data not available

**Minority Students Graduated for the
Academic Years 1978 to 1981**

Minority Group	1978-79	1979-80	1980-81	1981-82 (est.)
Black American	6	6	4	2
American Indian	0	1	0	0
Mexican American/Chicano	0	0	0	1
Mainland Puerto Rican	1	1	0	0

Recruitment. Efforts to increase the enrollment of minority students include minority faculty and minority student representation on the Medical School Admissions Committee. Minority faculty and minority students visit summer enrichment programs and undergraduate colleges where the majority of the student body is composed of minority students. When interviews are conducted on campus for qualified students, minority faculty are utilized wherever possible and minority students provide a tour of the medical campus. The Medical Minority Applicant Registry is utilized in sending out application forms. A brochure for minority applicants is in preparation. Finally, a roster of minority medical alumni has been established to assist in more distal recruiting.

Admissions. The process of screening and selecting minority applicants is the same as with other students. Wherever possible, minority faculty and minority students are incorporated in the screening process.

Academic Aid Programs. Faculty advisors are available on a personal and on a professional basis. Tutors are available for students whether or not they are of a minority group. Attrition rate is less than 1%.

Summer Programs. No summer enrichment programs are available.

Student Financial Assistance. Funding opportunities are the same as for other students.

**East Carolina University
School of Medicine**

Address inquiries to
Dr. Zubie W. Metcalf, Jr.
Director of the Center for Student Opportunities
East Carolina University
School of Medicine
Greenville, North Carolina 27834
(919) 757-6122

Recruitment. The Center for Student Opportunities (CSO) at the East Carolina University School of Medicine offers extensive recruitment services to increase the number of underrepresented minorities in medicine. A recruiter coordinates the activities that include identifying minorities who have high potential for success in medicine, providing information about opportunities to study medicine at East Carolina University, inviting interested individuals and groups to visit the medical school, visiting the traditionally black colleges and universities in North Carolina and Virginia and encouraging aspiring minority medical students to complete the application materials for admission to medical school.

The Annual Health Careers Day is a special on-campus activity held during the Spring Semester. The event introduces the East Carolina University School of Medicine to minority students from other institutions. For additional information, contact the Center for Student Opportunities, School of Medicine, East Carolina University, Greenville, North Carolina 27834.

Admissions. The Admissions Committee at the School of Medicine includes members who represent a variety of backgrounds and medical school responsibilities. The group gives serious consideration to applications from individuals who are members of minority groups and/or have disadvantaged backgrounds. The Admissions Committee seeks to admit a class that is educationally competent and represents various backgrounds.

As a state-supported medical school, the East Carolina University School of Medicine has an obligation to educate students who have an interest in serving the medical needs of North Carolina. Therefore, first preference is given to qualified residents of North Carolina. This preference does not exclude the acceptance of applications from minorities outside the state.

The application procedure includes submitting a completed application to the American Medical College Application Service (AMCAS). The Application Request

Form may be obtained from premedical advisors at most colleges and university campuses, the Admissions Office at the East Carolina University School of Medicine, or the American Medical College Application Service, Suite 301, 1776 Massachusetts Avenue, N.W., Washington, D.C. 20036.

The East Carolina University School of Medicine may request the applicant to submit a supplementary application. Application materials must include three letters of recommendation or one pre-professional committee evaluation, recent photograph, application fee of \$10, and a handwritten narrative about the applicant's reason for desiring medical study, areas of interest and reaction to contemporary life.

Applicants are required to take the New Medical College Admission Test (New MCAT). It should be taken no later than the Fall Semester of the year prior to the desired matriculation date in medical school. Prior to matriculation, the applicant must have the equivalent of at least three years of acceptable study at an accredited college or university. Regardless of major field of study, the applicant will not be admitted without completing one year of general biology or zoology (including laboratory), general chemistry (including laboratory) and English. An additional year of English is strongly recommended but not required. Other recommended courses include the humanities and social sciences.

Academic Aid Programs. Academic support services are available at the Center for Student Opportunities. Services include counseling, tutoring, reading skills assistance and learning skills instruction. Counseling is available in response to individual needs of the student. Areas of counseling include personal, social, vocational, financial and academic concerns. Assistance in the study of courses is provided by tutors who are matched with tutees according to academic and attitudinal factors. Reading and learning assistance strengthens reading speed and comprehension, study techniques, note-taking techniques and test-taking skills.

The Center for Student Opportunities has a director, an associate director, a coordinator of counseling and tutorial services, a reading and learning skills specialist, a recruiter/developer, two secretaries, a part-time clerical assistant and approximately 25 tutors. During the summer, at least five School of Medicine faculty members teach in the CSO Summer Program. Their services complement the summer program work of the CSO staff and professionals from other institutions.

Summer Program. The CSO Summer Program at the East Carolina University School of Medicine has an impressive record in preparing students for admission to medical and related health professions schools. Small classes and the commitment of the CSO staff and medical school faculty are key factors in the successful achievements of the participants. The program offers the individual a high level of attention that is difficult to provide in larger classes.

The summer program introduces participants to the quality and quantity of work that medical and related health professions schools expect from students. The program helps participants overcome obstacles caused by educationally disadvantaged experiences or culturally deprived backgrounds, and it improves the students' learning and behavioral skills for success in medical and related health professions schools.

The content of the eight-week, tuition-free summer program concentrates on problem-solving experiences that help the student identify, analyze and synthesize concepts relevant to understanding complex subject matter. Instructional units are organized into modules that cover aspects of the basic and clinical sciences, the reading and learning skills and the behavioral skills. Additionally, special seminars and other activities such as review sessions to prepare students for the New MCAT are part of the program.

A minicourse in selected topics of biochemistry is available to students who

receive admission to the first-year medical class prior to the beginning of the summer program.

The School of Medicine faculty provides instruction in the sciences. CSO staff provides assistance for improving reading, learning and behavioral skills.

Eligible participants for the summer program are students from the sophomore through the graduate level of college. Contact the Center for Student Opportunities for additional information.

Student Financial Assistance. Financially disadvantaged students should submit an application for financial assistance immediately after receiving an offer of acceptance from the School of Medicine. The application fee is waived for financially disadvantaged students upon proper documentation of need.

Financial needs of economically disadvantaged students may be met through loans and scholarships. The available loans include the Health Professions Student Loan Program, the North Carolina Department of Human Resources Educational Loans for Medical and Related Studies and the North Carolina Insured Student Loan Program administered by College Foundation, Incorporated. Scholarships include the Scholarship for First-Year Students of Exceptional Financial Need, the National Health Service Corps Scholarship (subject to current restrictions), the North Carolina Academy of Family Physicians Memorial Scholarship, the North Carolina Academy of Family Physicians Medical Student Scholarship Award, the Armed Forces Health Professions Scholarship, the Roberta Olsen Slivon Scholarship, the McLean Fund Scholarship, the Elma Harper and John Mark Pollock Scholarship, and the National Medical Fellowships Incorporated Scholarship. For additional information about financial aid, contact: Dr. Dean H. Hayek, School of Medicine or Mr. Robert M. Boudreaux, Financial Aid Officer, East Carolina University, Greenville, North Carolina 27834.

Minority Applicants, Admissions, Matriculants and Enrollments for the Academic Years 1979 and 1980

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
1979-80												
Applied	70	35/35	76	4	3/1	100	0	0/0	0	0	0/0	0
Accepted	9	4/5	100	1	0/1	100	0	0/0	0	0	0/0	0
Matriculated	7	4/3	100	1	0/1	100	0	0/0	0	0	0/0	0
Enrolled												
First-Year	9	6/3	100	1	0/1	100	0	0/0	0	0	0/0	0
All Years	13	8/5	—	1	0/1	—	0	0/0	0	0	0/0	0
1980-81												
Applied	140	76/64	56	10	8/2	80	0	0/0	0	0	0/0	0
Accepted	12	5/7	100	1	1/0	100	0	0/0	0	0	0/0	0
Matriculated	4	2/2	100	1	1/0	100	0	0/0	0	0	0/0	0
Enrolled												
First-Year	10	5/5	100	2	1/1	100	0	0/0	0	0	0/0	0
All Years	17	10/7	—	2	1/1	—	0	0/0	0	0	0/0	0

— Indicates data not available

Minority Students Graduated for the Academic Years 1978 to 1981

Minority Group	1978-79	1979-80	1980-81*	1981-82 (est.)
Black American	—	—	2	2
American Indian	—	—	—	—
Mexican American/Chicano	—	—	—	—
Mainland Puerto Rican	—	—	—	—

*Charter Class

**The University of North Carolina
School of Medicine**

Address inquiries to
Dr. Marion Phillips
Associate Dean
The University of North Carolina
School of Medicine
130 MacNider Building
Chapel Hill, North Carolina 27514
(919) 962-8331

Recruitment. The School of Medicine participates in the annual Health Careers Fair for high school students sponsored by the University of North Carolina Allied Health Schools. The recruitment of minority students is directed primarily at undergraduate institutions with large numbers of economically disadvantaged North Carolina residents. The Associate Dean, accompanied by volunteer medical students and Admissions Committee members, regularly visit these institutions to conduct group and individual advisory sessions with students enrolled in science and premedical programs. Prospective students are encouraged to visit our campus and explore their interests with members of the Dean's staff, faculty and members of the Student National Medical Association.

Workshops for premedical advisors from small colleges throughout the region are held on campus periodically. Admissions Committee members regularly participate in events sponsored by premedical student organizations.

Admissions. The University of North Carolina at Chapel Hill is committed to the principle of equal opportunity. It is the policy of this University not to discriminate on the basis of race, sex, color, national origin, religion or handicap with regard to its students, employees, or applicants for admission or employment. Admission preference is given to North Carolina residents.

It is the duty of the Admissions Committee acting for the Dean and the faculty to select the students who in their judgment will best provide excellence and beneficial diversity in the student body. In making its selections the Committee considers evidence of each candidate's motivation, maturity, industry and integrity as well as the scholastic record. To provide a diverse student body the Committee considers a variety of individual qualifications including non-academic accomplishments and special talents; work and service experience; research experience; resourcefulness and a

history of overcoming a disadvantaged background; demonstrated compassion and concern for the welfare of others; the ability to establish rapport and communicate with others; racial, ethnic, and economic background. No single factor is given overriding emphasis.

Members of the Admissions Committee are appointed from the basic science faculty, the clinical faculty, and physicians in private practice. Minority and female representation on the Committee is maintained. There is medical student representation on the Committee and in the admissions process.

Academic Aid Programs. The Office of Student Affairs is responsible for academic, personal and counseling matters involving individual medical students. A support system of faculty advisors (ratio of 1 per 32 students) is coordinated from this office. The Dean's staff includes a Black Associate Dean with special responsibilities for disadvantaged student advisement and a female Assistant Dean who has particular interest in women's issues.

A Learning Skills and Assessment Laboratory under the direction of a Black Educational Psychologist is available to any student seeking to improve study and other academic skills. During the academic year interested students can arrange special tutorial assistance with faculty. To permit timely progression through the curriculum, students having academic difficulty are provided special summer review and study sessions.

Summer Program. In operation since 1971, the eight-week Medical Education Development (MED) program is committed to expanding opportunities for students from non-traditional backgrounds. It provides a chance to enhance academic credentials while preparing for admission and to increase personal and academic skills for coping with professional training.

The MED Program enrolls 55-60 students who show educational and professional

NORTH CAROLINA: The University of North Carolina School of Medicine

promise and a strong commitment to a health career, but who have had limited opportunities in the past that may place them at a disadvantage in competing for admission and adjusting to medical or dental school. Priority is given to North Carolina residents. Generally, 15-20% of participants are new matriculants to the UNC-CH Schools of Medicine and Dentistry. The remainder are rising college seniors or post-graduates preparing to apply to medical or dental school the following fall. Financial aid is available on the basis of need.

The Program simulates the experience of beginning medical or dental studies including basic science courses, seminars and workshops, preprofessional counseling, exposure to health facilities, and regular contact with enrolled professional students, faculty and other members of the professional community. Courses in gross anatomy, histology, bacteriology, and biochemistry taught by medical faculty introduce students to the medical curriculum at UNC-CH and are integrated with individualized work on learning, study, reading, and test-taking skills requisite to success in professional training.

For information contact Evelyn B. McCarthy, Director, MED Program, 322 MacNider Building 202-H, UNC-CH School of Medicine, Chapel Hill, N.C. 27514. Telephone (919) 962-3641. Application deadline: March 1.

Student Financial Assistance. The Medical School Student Aid Committee, with the approval of the Dean is responsible for recommending recipients of scholarships (Grants-in-aid) and for approving loans. The Admissions Office may waive the supplementary application fee for disadvantaged students. The University of North Carolina at Chapel Hill has long upheld a tradition of helping individuals of modest financial means to reach their full potential by completing their education. In accord with this tradition, financial assistance is available in a variety of forms (such as a combination of state and federal loans, grants, etc.) at the Medical School of the University to supplement funds provided by family, savings, the student's summer work, and other outside sources.

To provide increased medical education opportunities for financially disadvantaged students who are residents of North Carolina, this institution, in conjunction with the other medical schools in North Carolina, participates in the nomination of appropriately qualified students for the North Carolina Board of Governors' Medical Scholarship Program. This Program was established in the spring of 1974 by the North Carolina General Assembly. It is a four-year scholarship program that provides full tuition, required fees and an annual stipend.

Minority Applicants, Admissions, Matriculants and Enrollments for the Academic Years 1979 and 1980

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
1979-80												
Applied	225	—	—	19	—	—	24	—	—	8	—	—
Accepted	22	—	—	2	2/0	—	5	—	—	1	1/0	—
Matriculated	10	5/5	—	1	1/0	—	2	2/0	—	1	1/0	—
Enrolled												
First-Year	10	5/5	—	1	1/0	—	2	2/0	—	1	1/0	—
All Years	25	13/12	—	6	4/2	—	2	2/0	—	3	3/0	—
1980-81												
Applied	307	—	—	24	—	—	59	—	—	10	—	—
Accepted	19	—	—	1	0/1	—	0	0/0	0	0	0/0	0
Matriculated	15	10/5	—	1	0/1	—	0	0/0	0	0	0/0	0
Enrolled												
First-Year	15	10/5	—	1	0/1	—	0	0/0	0	0	0/0	0
All Years	30	18/12	—	7	4/3	—	2	2/0	—	3	3/0	—

— Indicates data not available

Minority Students Graduated for the Academic Years 1978 to 1981

Minority Group	1978-79	1979-80	1980-81	1981-82 (est.)
Black American	4	2	5	5
American Indian	1	0	1	4
Mexican American/Chicano	0	0	0	0
Mainland Puerto Rican	0	0	0	2

**Minority Applicants, Admissions, Matriculants and
Enrollments for the Academic Years 1979 and 1980**

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
1979-80												
Applied	158	87/71	12	7	5/2	42	16	12/4	0	10	4/6	0
Accepted	25	14/11	8	2	1/1	50	0	0/0	0	0	0/0	0
Matriculated	4	3/1	0	1	1/0	100	0	0/0	0	0	0/0	0
Enrolled												
First-Year	6	4/2	—	1	1/0	100	0	0/0	0	0	0/0	0
All Years	27	16/11	—	2	2/0	—	0	0/0	0	0	0/0	0
1980-81												
Applied	365	214/151	6	4	2/2	75	11	8/3	0	5	3/2	0
Accepted	33	20/13	12	1	1/0	100	0	0/0	0	1	0/1	0
Matriculated	12	5/7	25	1	1/0	100	0	0/0	0	1	0/1	0
Enrolled												
First-Year	12	5/7	25	1	1/0	100	0	0/0	0	1	0/1	0
All Years	34	17/17	—	2	2/0	—	0	0/0	0	1	0/1	0

— Indicates data not available

**Minority Students Graduated for the
Academic Years 1978 to 1981**

Minority Group	1978-79	1979-80	1980-81	1981-82 (est.)
Black American	10	5	6	7
American Indian	0	1	0	0
Mexican American/Chicano	0	0	0	0
Mainland Puerto Rican	0	0	0	0

**University of North Dakota
School of Medicine**

Address inquiries to
Dr. Lois G.F. Steele
Director, Indians into Medicine Program
Box 173, University Station
University of North Dakota
School of Medicine
Grand Forks, North Dakota 58202
(701) 777-3037

Recruitment. The Indians Into Medicine Program (INMED) primarily recruits American Indian students from a five-state area including North and South Dakota, Montana, Nebraska, and Wyoming. However, applications are accepted nationally. The identification and recruitment processes are conducted by the professional staff of the INMED Program assisted by tribal leaders from the twenty-two reservations located in the five-state area.

The recruitment processes include: visiting high schools, community colleges, and regional, and national conferences of Indian education and health organizations; conducting and attending health career workshops for high school and college Indian students; verbal and written communications with identified pools of students; and exploring student referrals from tribal organizations, community colleges, universities, and various health professionals.

Admissions. The INMED medical school applicants must meet the same admissions criteria as required of all candidates considered for medical school. The INMED admissions processes include staff/student evaluations and interviews to determine the INMED candidates' commitments to serve Indian people in this five-state area. Candidates who meet the requirements of selection by the INMED Program are then granted an interview with the Admissions Committee of the North Dakota School of Medicine.

The required materials utilized by the Admissions Committee to help determine student selection include: autobiographical information elaborating on the ability to solve problems, to grasp issues and ethical problems in medicine, to interact with other people and an assessment of the candidate's strengths, weaknesses, and motivation. Letters of recommendation, MCAT scores, academic accomplishments and the personal interview are also considered in the selection process.

The Admissions Committee is appointed by the Dean of the Medical School and is

composed of twelve members. They include three faculty members representing the clinical science departments, three faculty members representing the basic science departments, three members representing appropriate professional areas outside of the medical school, two medical school students, and the Dean of Student Affairs.

Academic Aid Programs. All medical students at the University of North Dakota are offered retention services such as study skills courses provided by the University's Learning Resource Center and faculty advisement provided by the Medical School faculty members.

In addition to these services, INMED medical students are provided services which include: the Family Support Plan (personal, social, cultural, and financial services); the Academic Enrichment Program (tutoring, educational resources, counseling, and test-taking skill preparation), and the Learning Resource Center which provides study areas and academically relevant materials for student use.

Summer Programs. The INMED Program offers a five-week summer enrichment program for secondary students and graduates. The program helps them to prepare for college level courses in the health field. Students receive individualized instruction in math, physics, biology, anatomy, physiology, ethno-botany, chemistry, and reading and study skills.

INMED also offers an eight-week program for college students at all educational levels. Students may participate as part of their regular premedical school program, or just to strengthen their academic background by taking extracurricular courses in some areas.

A five-week medical school preparation program will be offered to special graduate students preparing to enter medical school. Individualized curricula will be developed

for each student to improve deficient academic areas and to strengthen medical science backgrounds. Courses may include biochemistry, histology, genetics, microbiology, immunology, and study and test-taking skills. College credit is not offered for the Med. Prep. program.

Student Financial Assistance. The North Dakota School of Medicine reimburses the

application fee for the INMED Indian students.

The INMED Program provides financial support in the form of tuition and fees, travel, book allowance and a monthly stipend. In addition, funding is available for students who enroll in special academic preparatory courses during the summer sessions.

**Case Western Reserve University
School of Medicine**

Address inquiries to
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Associate Dean of Student Affairs
Case Western Reserve University
School of Medicine
2119 Abington Road, Room T-412
Cleveland, Ohio 44106
(216) 368-2212

Recruitment. Case Western Reserve University minority medical students recruitment program is under the direction of the Office of Minority Student Affairs. All colleges in Ohio and all high schools in the inner city of Cleveland are visited at least once a year. At the recruitment programs in the various schools, two points are emphasized: first, that there is an increased opportunity for minorities to enter the field of medicine, and secondly, hard work and the attainment of a good grade point average are requirements for admission. In addition, the movie *Code Blue* is shown; other audio-visual materials are presented, and questions are entertained.

Admissions. The same Admissions Committee reviews applications from all students. Two minority faculty serve on the Committee—a former Assistant Dean (and alumnus) and an Associate Dean. All applications received from minority applicants are reviewed by the minority (Black) Associate Dean of Student Affairs who also has a faculty appointment. The total number of faculty on the Admissions Committee is four.

Academic Aid Programs. Minority students benefit from a school-wide tutorial program. Tutors are available to all students at any time the student or faculty feels one is needed. This service is provided at no cost to the recipient. In addition, CWRU offers a self-help tutorial program. In this program, minority students who have been successful academically tutor those students who are experiencing academic difficulty.

Summer Programs. All incoming students are invited to participate in a summer program for six weeks. The program has two objectives. The first is to review and to emphasize certain facts and concepts in the disciplines of biochemistry and cell biology pertaining to the curriculum. The second objective is to ensure that students are adequately informed about the requirements and expectations of the academic environment at CWRU. In addition, the students have ample opportunity to familiarize themselves with the surrounding community.

The summer program offers five courses which are taught by the medical school faculty: biochemistry, cell biology, pharmacology, physiology and anatomy. Special sessions are also offered on test-taking skills, strategies, medical terminology and statistics. In addition, students work with a physician in the community.

To date, the Summer Program has been very successful. Practically all the students who have attended the summer sessions have found it useful and have expressed satisfaction at the psychological and academic boost that they derived from participation. Further information on this program can be obtained from Ms. Cindy Hill, (216) 368-2212.

Student Financial Assistance. We may waive the application fee. A special emergency loan fund is offered through a local organization of health providers. No minority student is denied admission because of financial incapability. Over 85% of our minority students are in need of financial assistance, based on an average budget of \$18,400 per 10 month academic year.

Recruitment. The University of Cincinnati participates in a wide variety of recruitment activities. Participation in high school activities has been limited to high schools within the region. These activities range from workshops with minority students to participation in Career Day activities sponsored by individual schools and other organizations. The recruitment effort at the College/University level has been on a regional and national level. The Assistant Dean for Admissions participates in several national summer health careers programs, workshops sponsored by the Association of American Medical Colleges, programs sponsored by individual colleges and minority premedical organizations. Extensive use of the Med-MAR list is also part of an active recruitment program.

The Student National Medical Association is strongly supportive of recruitment efforts. Each year a Career Day workshop is sponsored by SNMA in which students from Ohio and surrounding states are invited and encouraged to attend.

Admissions. All applicants to the University of Cincinnati are reviewed by the Committee on Admissions. The Committee has minority faculty and student representation who participate in the screening and interview process. The Committee gives very serious consideration to all minority applicants who have demonstrated potential to meet the educational goals and objectives of the College. The Committee emphasizes the following criteria as it reviews the candidates': Grade Point Average, MCAT's, health care experiences, letters of recommendation, and job/extracurricular activities. The interviewer will evaluate candidates in the following areas: motivation, life long learning skills, problem solving skills, coping abilities, interpersonal skills, and ability to demonstrate responsibility. Final decisions on those selected reside with the Committee on Admissions.

The College provides counseling for non-accepted applicants who were invited to

interview. Candidates can request a personal or telephone counseling interview to review the strengths and weaknesses of their application.

Academic Aid Program. The Assistant Dean for Academic Resources is responsible for the development and implementation of programs which will assist all students in maximizing their academic potential. Student support in learning skills, improving test-taking strategies, strengthening note-taking skills, and addressing personal counseling concerns are components of the total program. Tutorial assistance is available for all required courses on an individual and/or group basis.

In addition to the academic resources, the College offers an Individual Advancement Program. This alternative curriculum provides the opportunity for students to complete the first two years of basic sciences in three years by taking a reduced academic load. The decision for this option is made by the Associate Dean for Student Affairs in consultation with the Promotions Board and the Assistant Dean for Academic Resources.

Summer Program. The College offers an academic enrichment program for all accepted students. New matriculants are encouraged to take advantage of this eight week program to maximize the opportunity for success during the regular school year. The program provides the opportunity to be enrolled as a matriculated student and take a required course for credit. This course is normally offered during the fall quarter of the first year, thereby, with the summer completion it reduces the academic load. The program also offers an opportunity for students to become acquainted with faculty and other students, familiarize themselves with the Medical Center, enhance their learning skills, and adjust to living in the metropolitan area of Cincinnati.

Student Financial Assistance. The application fee for disadvantaged students is waived upon request and documentation of

need. Financial assistance in the way of travel expenses for the interview is not available due to the limitation of funds; however, the Office of Admissions will make arrangements for living accommodations for any applicant who is invited for an interview. The applicant should request this assistance when confirming the interview.

Additional financial assistance once a student has matriculated is the responsibility of the Office of Student Affairs working closely with the Financial Aid Committee. All students requesting aid will be reviewed by the Financial Aid Committee. The College requires students to complete and submit the GAPSFAS form along with a University of Cincinnati financial aid request form.

Every effort will be made to assist students in meeting their need. However, the Financial Aid Committee does establish a policy

for distribution of dollars based on the availability of funds and the total needs of the accepted student population. Financial aid is based largely on loans and a limited number of scholarship/grant dollars. All students who are Black American, Mexican American, Mainland Puerto Rican, or American Indian are encouraged to apply to the National Medical Fellowship early in the acceptance process.

Other Pertinent Information. The College offers a Deferred Admissions Program for any student who wishes to defer acceptance to the following year in order to work and save. The deferred admissions is also available for students who wish to use that time to make other personal or academic adjustments prior to starting medical school.

Minority Applicants, Admissions, Matriculants and Enrollments for the Academic Years 1979 and 1980

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
1979-80												
Applied	173	92/81	44	13	11/2	50	43	31/12	7	—	—	—
Accepted	27	13/14	99	3	2/1	100	0	0/0	0	1	0/1	0
Matriculated	26	12/14	100	2	1/1	100	0	0/0	0	1	0/1	0
Enrolled												
First-Year	26	12/14	100	2	1/1	100	0	0/0	0	1	0/1	0
All Years	84	46/38	—	5	4/1	—	0	0/0	0	1	0/1	0
1980-81												
Applied	179	93/86	46	15	11/4	50	46	29/17	—	0	0/0	0
Accepted	30	18/12	87	3	3/0	100	0	0/0	0	0	0/0	0
Matriculated	20	12/8	90	2	2/0	100	0	0/0	0	0	0/0	0
Enrolled												
First-Year	24	14/10	—	2	2/0	100	0	0/0	0	1	0/1	—
All Years	84	47/37	—	5	4/1	—	0	0/0	0	2	0/2	—

— Indicates data not available

Minority Students Graduated for the Academic Years 1978 to 1981

Minority Group	1978-79	1979-80	1980-81	1981-82 (est.)
Black American	15	19	24	12
American Indian	3	2	1	0
Mexican American/Chicano	0	0	0	0
Mainland Puerto Rican	0	2	0	0

Minority Applicants, Admissions, Matriculants and Enrollments for the Academic Years 1979 and 1980

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
1979-80												
Applied	—	—	—	24	19/5	16	—	—	—	—	—	—
Accepted	—	—	—	5	5/0	20	—	—	—	—	—	—
Matriculated	—	—	—	5	5/0	20	—	—	—	—	—	—
Enrolled												
First-Year	0	0/0	0	5	5/0	20	0	0/0	0	0	0/0	0
All Years	0	0/0	0	10	9/1	10	0	0/0	0	0	0/0	0
1980-81												
Applied	—	—	—	27	21/6	11	—	—	—	—	—	—
Accepted	—	—	—	5	3/2	40	—	—	—	—	—	—
Matriculated	—	—	—	5	3/2	40	—	—	—	—	—	—
Enrolled												
First-Year	0	0/0	0	5	3/2	40	0	0/0	0	0	0/0	0
All Years	0	0/0	0	11	9/2	30	0	0/0	0	0	0/0	0

— Indicates data not available

Minority Students Graduated for the Academic Years 1978 to 1981

Minority Group	1978-79	1979-80	1980-81	1981-82 (est.)
Black American	0	0	0	0
American Indian*	3(6)	5(5)	5(8)	5(3)
Mexican American/Chicano	0	0	0	0
Mainland Puerto Rican	0	0	0	0

*The first figure represents the number granted the Bachelor of Medicine at UND; the second figure represents INMED students graduated from transfer schools.

Minority Applicants, Admissions, Matriculants and Enrollments for the Academic Years 1979 and 1980

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
1979-80												
Applied	—	—	—	—	—	—	—	—	—	—	—	—
Accepted	—	—	—	—	—	—	—	—	—	—	—	—
Matriculated	—	—	—	—	—	—	—	—	—	—	—	—
Enrolled												
First-Year	17	6/11	—	1	1/0	—	1	0/1	—	1	1/0	—
All Years	58	21/37	—	3	2/1	—	12	7/5	—	6	4/2	—
1980-81												
Applied	—	—	—	—	—	—	—	—	—	—	—	—
Accepted	—	—	—	—	—	—	—	—	—	—	—	—
Matriculated	—	—	—	—	—	—	—	—	—	—	—	—
Enrolled												
First-Year	12	6/6	—	1	1/0	—	0	0/0	0	0	0/0	0
All Years	56	20/36	—	2	0/2	—	5	3/2	—	2	2/0	—

— Indicates data not available

Minority Students Graduated for the Academic Years 1978 to 1981

Minority Group	1978-79	1979-80	1980-81	1981-82 (est.)
Black American	13	11	14	14
American Indian	0	0	1	0
Mexican American/Chicano	2	2	1	2
Mainland Puerto Rican	2	1	0	1

Minority Applicants, Admissions, Matriculants and Enrollments for the Academic Years 1979 and 1980

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
1979-80												
Applied	291	—	24	10	—	40	39	—	18	20	—	20
Accepted	30	—	40	0	0/0	0	2	—	100	1	—	100
Matriculated	8	—	38	0	0/0	0	0	0/0	0	1	—	100
Enrolled												
First-Year	11	3/8	—	0	0/0	0	1	1/0	—	1	—	—
All Years	52	24/28	—	0	0/0	0	2	2/0	—	1	—	100
1980-81												
Applied	239	—	27	12	—	33	44	—	5	13	—	0
Accepted	30	—	43	0	0/0	0	2	—	0	3	—	0
Matriculated	19	7/12	32	0	0/0	0	1	1/0	0	0	0/0	0
Enrolled												
First-Year	19	7/12	—	0	0/0	0	1	1/0	—	0	0/0	0
All Years	58	27/31	—	0	0/0	0	2	2/0	—	1	1/0	—

— Indicates data not available

Minority Students Graduated for the Academic Years 1978 to 1981

Minority Group	1978-79	1979-80	1980-81	1981-82 (est.)
Black American	10	10	12	15
American Indian	—	—	—	—
Mexican American/Chicano	—	—	—	1
Mainland Puerto Rican	—	—	—	—

**Medical College of Ohio
at Toledo**

Address inquiries to
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Assistant Dean for Minority Affairs
Medical College of Ohio at Toledo
C.S. No. 10008
Toledo, Ohio 43699
(419) 381-3438

Recruitment. The staff of the Office of Minority Affairs visits high schools and community organizations in the region, and colleges in the state. Invitations are also extended to high school and college students to make orientation visits to the medical school individually or in groups. In addition, an annual Careers Day is held each Spring for area high school students and college students throughout the state of Ohio. Furthermore, the Assistant Dean of Minority Affairs makes a limited number of recruiting trips on a national basis. The recruitment program is administered by the Assistant Dean of Minority Affairs with participatory support from medical students and faculty, both minority and majority. The Student National Medical Association (SNMA) is also deeply involved in this effort.

Admissions. Minority or educationally disadvantaged applicants are evaluated by the entire admissions committee which considers relevant cognitive and non-cognitive factors. The academic background is examined along with non-academic responsibilities, stated interest in medicine, manifestation of that interest, and potential contribution to the field. The Medical College of Ohio is committed to the goal of

student body diversity. Minority faculty and students are represented on the Admissions Committee.

Academic Aid Programs. Faculty provide academic support. A tutorial program utilizing medical students of demonstrated competence is also available. Arrangements can be made for the enhancement of study skills.

Summer Programs. A five week Pre-matriculation Program for new matriculants to our school is administered each year from approximately July 20 through August 20. Faculty from the Departments of Anatomy, Biochemistry and Physiology present appropriate first year academic material providing the core of the program. Study skills sessions are integrated into the program. In addition the Office of Minority Affairs administers a federally sponsored summer research program for minority high school students.

Student Financial Assistance. The application fee is waived if requested and documented through AMCAS or the undergraduate institution. Non-federal special sources of funds are presently extremely limited and cannot be viewed as substantial.

**Northeastern Ohio Universities
College of Medicine**

Address inquiries to
Charles G. Mickens
Associate for Minority Affairs
Northeastern Ohio Universities
College of Medicine
St. Rt. 44
Rootstown, Ohio 44272
(216) 325-2511

Recruitment. Since the College of Medicine operates primarily a six-year combined B.S./M.D. program, a large part of the College's minority recruitment efforts take place in high schools. This recruitment is primarily done through high school and campus visitation programs as well as utilizing search lists. It is handled as a cooperative effort between the admissions office of our consortium universities and the College of Medicine's Office of Minority Affairs. The College of Medicine provides an opportunity for area junior and senior high school students to enroll in its Project 9x9 or Project MARS (Minority and Rural Students) program. These are seminar programs 10 weeks in duration in which students are introduced to medicine and other health-care professions. Individuals participating in the projects include area health professionals, basic science faculty, career counselors and medical students.

Approximately 15-30 students are admitted to Phase II (the last four years of the program) each year. Minority students are recruited through the College's Office of Admissions and the Office of Minority Affairs. Their efforts are assisted by a Minority Recruitment Task Force, a group of area professionals. Through such contacts premedical students are recruited. The College of Medicine also uses lists to search out interested minority students, provides campus orientation programs, and visits area colleges.

Admissions. The College of Medicine's Phase II Admissions Committee is interested in increasing the representation of minority and rural students in medical education and practice. It is sensitive to the problems of admission of minority students to schools of medicine, particularly with regard to cognitive achievement on measurements such as the MCAT. As a result our Admissions Committee has minority representation on it. In addition, a full time Associate for

Minority Affairs is a member of the Admissions Committee.

All applicants who identify themselves as minority are encouraged to complete the supplemental application process to the College of Medicine. Every application received is reviewed by a committee designated to make recommendations to the College of Medicine with respect to the admission of minority candidates. This review supplements the Admission Committee evaluation. If an applicant qualifies for the AMCAS fee waiver, the College of Medicine will waive the admissions fee.

Academic Aid Programs. All students entering Phase II of the College of Medicine take a series of pretests in basic science disciplines. Based upon the student's performance on these pretests, he or she is offered a number of aid options, including a peer tutor. Each student is assigned a tutor who works closely with the student during the year to improve academic skills and to provide orientation about the basic science year. Faculty tutorials are available as well. Special plans for increasing the flexibility of the curriculum for nontraditional students are under study.

Student Financial Assistance. In addition to national programs, the College offers students entering Phase II the Carolyn Wood Russell scholarship, a \$1,000 annual award made to a minority student recommended by the College's Fellowships and Awards Committee. The College also offers a special minority student emergency grant fund for purposes such as housing, transportation, etc.

In order to make it possible for financially disadvantaged students to enter the B.S./M.D. program, a special College of Medicine fund called the Bridge Fund for Minority Students has been established. This offers, at each of the three consortium universities, two scholarships each for two years; one for \$1,000 per year and one for \$500 per year.

Recruitment. Active recruitment of minority students at the community, junior high school, high school, and undergraduate levels is conducted by members of the administration, faculty, students, and alumni. Recruitment is coordinated with the Health Careers Opportunity Program, the Office of Minority Affairs, and the other health professional schools at The Ohio State University.

Admissions. All applicants for admission are evaluated by the Admissions Committee of the College of Medicine. Every effort is made to include individuals representative of all segments of society with a variety of backgrounds, medical career goals, and aspirations. Applications from minorities are encouraged, and every effort is made by the Admissions Committee to assist the minority student to become a successful applicant. The Committee is made up of full-time faculty members of the College of Medicine.

Academic Aid Programs. A strong tutorial program is available to all students enrolled in the College of Medicine encountering academic difficulty. Any student not successful with tutorial help while enrolled in the regular curriculum is offered an opportunity to enter an individualized program. In this program, the student is evaluated by a special committee, areas of weakness are identified, and an individualized remedial program designed. This program allows the student to enroll in the appropriate undergraduate and graduate courses to strengthen areas of weakness while maintaining enrollment in the College of Medicine. Specially designed faculty tutorial sessions in the basic sciences are provided students in the individualized program. Upon successful completion of the individualized program, the student returns to the regular curriculum.

Summer Programs. An 11-week pre-entry summer academic enrichment program is offered to students accepted at the College of Medicine before they begin medical school. Course work in anatomy and faculty tutorial sessions in biochemistry, neuroanatomy, histology, and embryology are provided. Computer-assisted instruction in physiology and test taking is available. Instruction in study skills is also offered. Students finance their own tuition, room, and board and most students receive loans to do so. Any student who applies and is accepted at the College is invited to participate in the summer pre-entry program.

The College of Medicine also implements a summer academic preparatory program for incoming freshman undergraduate students at The Ohio State University, as a part of the Health Careers Opportunity Program. Incoming freshman undergraduate students are given specially developed course work in biology, chemistry, mathematics, genetics, microbiology, physiology, anatomy, and test taking and study skills to prepare students for premedical studies. Field and laboratory experiences in the health field are also a part of this summer program. The Health Careers Opportunity Program also provides supportive services to pre-health professional school students enrolled at The Ohio State University throughout their undergraduate studies.

Student Financial Assistance. Institutional and private funds are available to offer a reasonable amount of financial assistance to disadvantaged students with demonstrated need. Upon request, the College of Medicine of The Ohio State University will waive the application fee, the acceptance fee, and the matriculation deposit for disadvantaged students with demonstrated need.

**Minority Applicants, Admissions, Matriculants and
Enrollments for the Academic Years 1979 and 1980**

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
1979-80												
Applied	75	46/29	59	4	3/1	75	13	10/3	54	4	3/1	100
Accepted	21	15/6	67	0	0/0	0	2	1/1	100	0	0/0	0
Matriculated	7	6/1	72	0	0/0	0	2	1/1	100	0	0/0	0
Enrolled												
First-Year	11	10/1	55	0	0/0	0	2	1/1	100	0	0/0	0
All Years	26	20/6	49	0	0/0	0	3	2/1	100	1	0/1	100
1980-81												
Applied	75	44/31	60	6	4/2	67	8	6/2	25	5	4/1	20
Accepted	17	9/8	83	2	1/1	100	1	1/0	100	1	1/0	100
Matriculated	6	2/4	84	2	1/1	100	1	1/0	100	1	1/0	100
Enrolled												
First-Year	12	7/5	84	2	1/1	100	2	1/1	100	1	1/0	100
All Years	22	16/6	60	3	2/1	100	3	2/1	100	2	1/1	100

**Minority Students Graduated for the
Academic Years 1978 to 1981**

Minority Group	1978-79	1979-80	1980-81	1981-82 (est.)
Black American	2	7	5	3
American Indian	0	0	0	0
Mexican American/Chicano	0	0	1	0
Mainland Puerto Rican	0	0	0	0

Minority Applicants, Admissions, Matriculants and Enrollments for the Academic Years 1979 and 1980

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
1979-80												
Applied	5	3/2	100	2	2/0	100	3	2/1	100	0	0/0	0
Accepted	2	1/1	100	0	0/0	0	0	0/0	0	0	0/0	0
Matriculated	2	1/1	100	0	0/0	0	0	0/0	0	0	0/0	0
Enrolled												
First-Year	4	1/3	100	0	0/0	0	0	0/0	0	0	0/0	0
All Years	4	1/3	100	0	0/0	0	0	0/0	0	0	0/0	0
1980-81												
Applied	22	10/12	100	1	1/0	100	0	0/0	0	7	7/0	0
Accepted	2	1/1	100	1	1/0	100	0	0/0	0	0	0/0	0
Matriculated	2	1/1	100	0	0/0	0	0	0/0	0	0	0/0	0
Enrolled												
First-Year	2	1/1	100	0	0/0	0	0	0/0	0	0	0/0	0
All Years	6	2/4	100	0	0/0	0	0	0/0	0	0	0/0	0

--indicates data not available

Minority Students Graduated for the Academic Years 1978 to 1981

Minority Group	1978-79	1979-80	1980-81	1981-82 (est.)
Black American	--	--	0	0
American Indian	--	--	0	0
Mexican American/Chicano	--	--	0	0
Mainland Puerto Rican	--	--	0	0

Note: May 1981—first graduating class

Minority Applicants, Admissions, Matriculants and Enrollments for the Academic Years 1979 and 1980

	Black American			American Indian			Mexican American/Chicano*			Mainland Puerto Rican		
	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
1979-80												
Applied	125	68/57	52	9	6/3	56	39	29/10	51	—	—	—
Accepted	29	—	100	0	0/0	0	2	—	100	—	—	—
Matriculated	10	—	100	0	0/0	0	0	0/0	0	—	—	—
Enrolled												
First-Year	23	11/12	—	0	0/0	0	1	1/0	—	1	1/0	—
All Years	40	20/20	—	0	0/0	0	2	1/1	—	1	1/0	—
1980-81												
Applied	146	81/65	45	5	3/2	80	38	26/12	50	—	—	—
Accepted	20	—	100	0	0/0	0	2	—	100	—	—	—
Matriculated	10	—	100	0	0/0	0	1	—	100	—	—	—
Enrolled												
First-Year	27	20/7	—	0	0/0	0	1	—	100	2	2/0	—
All Years	53	31/22	—	0	0/0	0	1	1/0	—	3	3/0	—

— Indicates data not available

* Includes other Hispanics

Minority Students Graduated for the Academic Years 1978 to 1981

Minority Group	1978-79	1979-80	1980-81	1981-82 (est.)
Black American	8	6	5	10
American Indian	0	0	0	0
Mexican American/Chicano	0	1	0	1
Mainland Puerto Rican	0	0	0	0

**Wright State University
School of Medicine**

Address inquiries to
Allen N. Pope
Coordinator of Special Projects
Wright State University
School of Medicine
P.O. Box 1751
Dayton, Ohio 45401
(513) 873-2934

Recruitment. Specific recruitment efforts by Mr. Allen Pope and Ms. Delores Lytle include revision of our Minority Brochure entitled "Career Opportunities for Minorities in Medicine," the development and implementation of two summer programs for high school students entitled "Horizons in Medicine" and "Minority High School Research Apprentice" and the development and submission of a training grant entitled "Wright State University Health Professions Minority Admission and Retention Program."

In addition, visitations are made to local high schools, area colleges and universities and periodically, the School of Medicine serves as host to these institutions. Seminars are developed and implemented for undergraduate students interested in pursuing a medical career. These seminars include Medical School Admissions Process, Financial Aid and Study Skills.

Mr. Pope works closely with Central State University's summer programs entitled "Medical Careers Reinforcement and Research" and "Preparation for Careers in Biomedical Professions."

Also, a Joint Advisory Committee between Central State University and Wright State University School of Medicine has been formed.

Admissions. Our admissions philosophy includes a conscious effort to enroll students from a mixture of social, ethnic, and educational backgrounds.

The composition and dedication of our Admissions Committee reflect the intent to attract and recruit minorities. The Committee consists of community members, local physicians, minority faculty and Admissions staff members.

Academic Aid Programs. The School of Medicine is committed to the development of support services which will meet the individual and collective needs of our students. Consequently, a study skills assessment and a tutorial program have been developed and implemented.

The Study Skills Assessment Program is conducted by Ms. Delores Lytle, Study Skills Specialist, who is also a member of the "Minority Admission and Retention Program." The specific study skills methodology includes time management, note-taking, organization, test-taking and memorization.

The Tutorial Program provides academic reinforcement to medical students experiencing academic difficulty. Upper level students are selected with the help of the appropriate basic science departments to assist primarily first year medical students. Essentially the tutor serves as liaison between faculty and student. The faculty provides tutors with information about course changes, course outlines and suggests content areas of particular difficulty and corresponding resources to assist in tutoring.

All support services, including personal and academic advising, are coordinated through the Office of Student Affairs/Admissions.

Summer Programs. The School of Medicine sponsors or co-sponsors the following summer programs designed to either motivate, admit or retain minorities: 1) The "Horizons in Medicine" program which provides a didactic, as well as an experiential learning environment for academically talented minority students. The six week program is open to high school sophomores, juniors and seniors. Preference is given to students from Southwest Ohio. Financial compensation is available. For more information contact Mr. Allen N. Pope, Wright State University School of Medicine. 2) The "Medical Careers Reinforcement and Research" program provides a rigorous lecture and laboratory experience for gifted minority high school juniors and seniors for an eight week period. Preference is given to students from Ohio. For further information contact Dean David Hazel, Central State University. 3) The "Minority Admission and Retention" program (MARP) aims to increase the number of qualified minority students who will obtain an M.D. or Psy.D. degree at W.S.U. at the undergraduate level.

Wright State University School of Medicine: OHIO

MARP offers a ten-week program which includes an academic component as well as clinical experiences in local facilities. In addition, a series of workshops (Admissions Process, Study Skills, Admission Test Preparation and Financial Aid) are offered during the academic year. At the professional school level, the emphasis is on improving the retention of minority students by providing academic support and by improving his/her interpersonal and cross-cultural skills. 4) The "Minority High School Research Apprentice" program provides meaningful biomedical research experience for talented minority high school juniors and seniors for an eight week period. Preference is given to students from Southwest Ohio. Financial compensation is available. For more information contact Mr. Allen N. Pope, Wright State University School of Medicine.

Student Financial Assistance. Financial aid at Wright State University School of

Medicine is administered by the university's Office of Financial Aid. Medical students who wish to apply for University loans or scholarships should do so through the School of Medicine's Office of Student Affairs/Admissions. This office will also assist medical students, when possible, in obtaining loans and/or scholarships from sources outside the University.

In addition to external sources, the following School of Medicine loans and scholarships are available to all students who have a documented financial need:

- 1) School of Medicine Scholarship Program.
- 2) School of Medicine Long Term Loan.
- 3) Emergency loan (short term).
- 4) Academy of Medicine no interest loan.

The Gem City Medical, Dental and Pharmaceutical Society provides scholarship support to a minority student accepted or enrolled at the School of Medicine.

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Recruitment. The University of Oklahoma Health Sciences Center established the Office of Minority Affairs (OMA) to handle and coordinate all recruitment activities for minority groups. In operation since February, 1974, the OMA has developed a Health Enrichment Program in the public schools to expose and motivate minority individuals to health careers, and secondly, to identify and track those young people throughout their public and undergraduate education. Programs of a similar nature are being designed for minority communities. College visits are normally made through premed advisors, placement officers, and individual contracts or referrals. The OMA participates in career orientation seminars, job fairs, and other similar activities. Special recruitment films and slides are being developed for the fall semester.

Admissions. The Admissions Committee is designed to include representatives from minority groups. The potential of every candidate is carefully assessed to assure that the entering class will be representative and of the highest quality possible.

Academic Aid Programs. The College of Medicine has a student retention program in which faculty and students provide tutoring for students who experience academic difficulty.

The OMA provides additional tutorial services, guidance and counseling services, and referrals for financial and other needed services.

Summer Programs. A summer program entitled, "Career Opportunities in the Health Services," is available for minority high school students (juniors or seniors). A select number of students spend the summer at the Health Sciences Center Campus working in laboratories. At the beginning of the summer each student is assigned to a faculty member conducting research. The student assists in current research in his advisor's laboratory, or performs experiments especially designed for him. The students live in dormitories and all expenses are paid. In addition, each student receives a small monthly stipend.

Student Financial Assistance. The Oklahoma Regent's Scholarship Fee Waiver provides scholarship support to entering minority students in the amount of their base in-state tuition rate up to eighteen hours per semester or, in the case of medical and dental students, the block in-state tuition rate. The scholarships are awarded competitively on the basis of scholastic ability and financial need. Students may apply after their acceptance to the University.

The Oklahoma Rural Medical Education Loan and Scholarship Fund provides financial assistance to residents of Oklahoma who are engaged in the study of medicine and who have as their professional goal the practice of medicine in one of the smaller communities in the state.

The College of Medicine does not as a practice provide financial help to any students for expenses associated with interviews.

**Oral Roberts University
School of Medicine**

Address inquiries to
Dr. Milton C. Olsen
Assistant Dean for
Admissions and Student Affairs
Oral Roberts University
School of Medicine
7777 S. Lewis Ave.
Tulsa, Oklahoma 74171
(918) 495-6207

Recruitment. Oral Roberts University has developed the Provisional Medical Student Program (PMSP) at the undergraduate level in the College of Arts and Sciences to strengthen the academic and clinical preparation of students during their pre-medical training. Underrepresented students are encouraged to apply to the Oral Roberts University College of Arts and Sciences no later than the end of their sophomore year in order to enroll in this special program which enhances pre-medical preparation.

Admissions. All applicants for admission are evaluated by the Admissions Committee of the School of Medicine. The Admissions Committee carefully reviews applications

from ethnic or educationally disadvantaged individuals to recommend interviews for all competitive applicants.

Academic Aid Programs. Individual attention and support are provided to each student experiencing academic difficulty. Tutorial sessions are provided within the regular class schedule, and individual counseling is available through a faculty advisor as well as through the Office of Student Affairs.

Student Financial Assistance. All financial assistance is awarded on the basis of need and may include a combination of loans, grants, and scholarships.

**Oregon Health Sciences University
School of Medicine**

Address inquiries to
Dr. C. Keith Claycomb
Director
Office of Minority Student Affairs
Oregon Health Sciences University
School of Medicine
840 S.W. Gaines Road
Portland, Oregon 97201
(503) 225-7574

Recruitment. The staff of the Office of Minority Student Affairs recruits ethnic minorities or educationally disadvantaged for the Schools of Allied Health, Dentistry, Medicine and Nursing. The staff are available to visit elementary schools, secondary schools, community colleges and universities throughout the state, as well as linking with other minority programs, organizations and agencies with similar recruitment interests to give presentations on health careers and to provide information on the programs at the university.

Admissions. The primary objective of this program is to consider for admission moti-

vated and qualified applicants from under-represented minority groups. Candidates are reviewed by the Admissions Committee.

Academic Aid Programs. Guidance and advising in the areas of educational, career, personal and social considerations is available.

Student Financial Assistance. All students have equal access to financial aid offered by the Oregon Health Sciences University School of Medicine. There are currently no loan or scholarship programs set up specifically for minority or disadvantaged students.

Minority Applicants, Admissions, Matriculants and Enrollments for the Academic Years 1979 and 1980

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
1979-80												
Applied	96	60/36	56	3	3/0	100	7	4/3	57	2	1/1	50
Accepted	19	13/6	84	0	0/0	0	1	1/0	0	0	0/0	0
Matriculated	6	4/2	83	0	0/0	0	1	1/0	0	0	0/0	0
Enrolled												
First-Year	9	6/3	78	0	0/0	0	1	1/0	0	0	0/0	0
All Years	21	10/11	76	0	0/0	0	1	1/0	0	0	0/0	0
1980-81												
Applied	99	60/39	63	4	2/2	100	4	3/1	50	3	3/0	100
Accepted	18	11/7	83	1	1/0	100	0	0/0	0	0	0/0	0
Matriculated	9	6/3	89	1	1/0	100	0	0/0	0	0	0/0	0
Enrolled												
First-Year	11	8/3	91	1	1/0	100	0	0/0	0	0	0/0	0
All Years	28	17/11	88	1	1/0	100	1	1/0	—	0	0/0	0

— Indicates data not available

Minority Students Graduated for the Academic Years 1978 to 1981

Minority Group	1978-79	1979-80	1980-81	1981-82 (est.)
Black American	—	1	1	9
American Indian	—	0	0	0
Mexican American/Chicano	—	0	0	0
Mainland Puerto Rican	—	0	0	0

Minority Applicants, Admissions, Matriculants and Enrollments for the Academic Years 1979 and 1980

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
1979-80												
Applied	12	9/3	45	23	17/6	40	6	5/1	40	—	—	—
Accepted	6	4/2	100	9	7/2	100	2	1/1	100	—	—	—
Matriculated	4	3/1	100	7	5/2	100	2	1/1	100	—	—	—
Enrolled												
First-Year	4	3/1	100	7	5/2	100	2	1/1	100	0	0/0	0
All Years	10	8/2	—	17	12/5	—	5	3/2	—	2	2/0	—
1980-81												
Applied	6	3/3	100	10	6/4	70	8	6/2	60	—	—	—
Accepted	5	2/3	100	2	1/1	100	1	1/0	100	—	—	—
Matriculated	4	2/2	100	2	1/1	100	0	0/0	0	—	—	—
Enrolled												
First-Year	4	2/2	100	2	1/1	100	0	0/0	0	0	0/0	0
All Years	13	9/4	—	15	10/5	—	5	3/2	—	2	2/0	—

— Indicates data not available

Minority Students Graduated for the Academic Years 1978 to 1981

Minority Group	1978-79	1979-80	1980-81	1981-82 (est.)
Black American	1	1	2	2
American Indian	7	4	3	3
Mexican American/Chicano	—	—	4	4
Mainland Puerto Rican	—	1	—	—

**Minority Applicants, Admissions, Matriculants and
Enrollments for the Academic Years 1979 and 1980**

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
1979-80												
Applied	—	—	—	—	—	—	—	—	—	—	—	—
Accepted	—	—	—	—	—	—	—	—	—	—	—	—
Matriculated	—	—	—	—	—	—	—	—	—	—	—	—
Enrolled												
First-Year	0	0/0	0	0	0/0	0	0	0/0	0	0	0/0	0
All Years	0	0/0	0	0	0/0	0	0	0/0	0	0	0/0	0
1980-81												
Applied	—	—	—	—	—	—	—	—	—	—	—	—
Accepted	2	1/1	—	—	—	—	—	—	—	—	—	—
Matriculated	1	0/1	—	—	—	—	—	—	—	—	—	—
Enrolled												
First-Year	1	0/1	—	0	0/0	0	0	0/0	0	0	0/0	0
All Years	1	0/1	—	1	1/0	—	0	0/0	0	0	0/0	0

— Indicates data not available

Minority Applicants, Admissions, Matriculants and Enrollments for the Academic Years 1979 and 1980

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
1979-80												
Applied	7	5/2	100	4	2/2	100	6	—	100	—	—	—
Accepted	0	0/0	0	1	0/1	100	1	1/0	100	—	—	—
Matriculated	0	0/0	0	1	0/1	100	0	0/0	0	—	—	—
Enrolled												
First-Year	0	0/0	0	1	0/1	100	0	0/0	0	0	0/0	0
All Years	0	0/0	0	2	0/2	100	0	0/0	0	0	0/0	0
1980-81												
Applied	2	2/0	100	3	2/1	100	5	5/0	100	—	—	—
Accepted	0	0/0	0	0	0/0	0	1	1/0	100	—	—	—
Matriculated	0	0/0	0	0	0/0	0	1	1/0	100	—	—	—
Enrolled												
First-Year	0	0/0	0	0	0/0	0	1	1/0	100	0	0/0	0
All Years	0	0/0	0	1	0/1	100	1	1/0	100	0	0/0	0

— Indicates data not available

Minority Students Graduated for the Academic Years 1978 to 1981

Minority Group	1978-79	1979-80	1980-81	1981-82 (est.)
Black American	0	0	0	0
American Indian	1	1	0	0
Mexican American/Chicano	0	0	0	0
Mainland Puerto Rican	—	—	—	—

**Hahnemann Medical College
of the Hahnemann University**

Address inquiries to
Alterman Jackson,
Director

The Flexible Curriculum Program
Hahnemann Medical College
of the Hahnemann University
245 North Fifteenth Street
Philadelphia, Pennsylvania 19102
(215) 448-8333

Recruitment. Hahnemann's recruitment program is designed to identify, motivate, and inform minority and other individuals from disadvantaged backgrounds to explore medical careers, and apply to medical college. Recruitment activities include visitations to undergraduate colleges, high school programs, and other graduate and professional career awareness conferences. In addition, orientation visits to the medical college are provided to premedical advisors and students.

Recruitment activities are carried out primarily by the Minority Admissions Coordinator for the Flexible Curriculum Program (FCP). However, faculty and medical students also participate in recruitment activities.

Admissions. All applicants must apply through the American Medical College Application Service (AMCAS), and request that their application along with their Medical College Admission Test scores be forwarded to Hahnemann. Upon receipt of these materials applicants will be requested to send an application fee. This fee may be waived. Requests for an application fee waiver should be made to the Assistant Dean for Admissions. Those students who receive an AMCAS fee waiver will automatically be granted a Hahnemann application fee waiver. Those students who have not received an AMCAS fee waiver should request a letter from their undergraduate financial aid officer attesting to their financial need.

Letters of recommendation should be sent directly to Hahnemann. Generally, a letter from the pre-professional committee at the undergraduate school is required. However, individual letters of recommendation from professors of physics, chemistry, and biology may be substituted. It is suggested that letters of recommendation be sent directly to Hahnemann's Office of Minority Affairs.

Every applicant requesting special consideration due to racial/ethnic status or

economic deprivation is automatically referred to the Flexible Curriculum Office. These individuals are identified primarily through the American Medical College Application Service. The AMCAS process provides an opportunity for every student to identify himself/herself according to racial/ethnic and/or economic status.

Once an application is complete the Flexible Curriculum Program staff is very involved in the admissions process. The Director of the FCP reviews applications from all minority or disadvantaged applicants and selects those to be interviewed. While selection for an interview is based on standard admissions criteria, i.e., grades, test scores, and letters of recommendation, factors such as motivation and background do play a significant role in the selection process.

Once interviewed, the applicant is presented before the Subcommittee for Minority and Disadvantaged Students. The Subcommittee is a standing committee of the Medical College Admissions Committee and consists of Flexible Curriculum Program staff, Admissions Committee members, and the Director of Admissions. The Subcommittee reviews the entire application taking into consideration such factors as race, motivation, educational background, and economic disadvantage. Finally, the recommendation of the Subcommittee is presented before the full Admissions Committee and a decision on the applicant is made. Flexible Curriculum Committee members do serve as full voting members on the Medical College Admissions Committee.

Academic Aid Programs. Through the Flexible Curriculum Program, Hahnemann offers an array of support services designed to maximize the retention of minority medical students. These support services include tutorial assistance, counseling, and the option to take a five-year program.

Tutorial assistance either from faculty or third and fourth-year medical students is available to any student. Tutoring is done via small groups and/or individually.

Counseling when needed is provided through members of the Flexible Curriculum Committee who are faculty within the Department of Mental Health Sciences. Academic advisement is provided through Flexible Curriculum Committee members. There also exists a variety of counseling services throughout the institution such as spouse groups for married students and relaxation therapy exercises.

Certain students may be admitted whose academic credentials are lower than those of typical candidates, but who possess outstanding non-cognitive qualities, who have overcome significant disadvantages in their background, or demonstrate exceptional potential for the study of medicine and service to society. Such students will be required to participate in the pre-enrollment summer enrichment program, and based upon their performance in the program it will be determined whether she/he will enter the four or five-year curriculum. A student selected for the five-year curriculum may not opt for a shorter course of study.

Summer Programs. The Flexible Curriculum Program sponsors a pre-enrollment Summer Academic Enrichment Program (SAEP). The SAEP is designed to acclimate incoming minority medical students to the medical school curriculum. This is accomplished through didactic instruction in histology, physiology, and biochemistry. All courses are taught by Hahnemann faculty. The SAEP also provides learning skills instruction in the areas of time-management, exam-taking, note-taking, and memorization skills. Finally, the SAEP offers clinical exposure to those students in the program.

The SAEP is only available to those students who have been accepted to the medical college. There is no tuition charge, and students are provided room and board during the eight-week program. All books used during the SAEP are provided by the program and, in many instances, are the same books used during the regular academic year.

Student Financial Assistance. As stated previously, the application fee for minority and/or disadvantaged students may be waived upon certification of financial need by the financial aid officer at the institution the student is currently attending.

Hahnemann recognizes that without a commitment to assist students in meeting their financial need our efforts to recruit, admit, and graduate minority physicians would be fruitless. Therefore, the institution does provide financial aid assistance to those minority and/or disadvantaged students admitted. This assistance is in the form of tuition scholarships, i.e., tuition waivers. Tuition waivers are awarded to students based on their financial need as determined by the Graduate and Professional School Financial Aid Service (GAPSFAS). Once a student's financial need is determined the Flexible Curriculum Program Director and Financial Aid Officer work closely in an effort to see that the need is met. Presently, on the average, approximately one-half of each minority and/or disadvantaged student's tuition is waived by the institution. Since the inception of the Flexible Curriculum Program in 1970, Hahnemann has provided over \$2 million in tuition waivers to minority and/or disadvantaged students.

**Jefferson Medical College
of Thomas Jefferson University**

Address inquiries to
Dr. James H. Robinson
Associate Dean and
Director of Student Affairs
Jefferson Medical College
of Thomas Jefferson University
1025 Walnut Street
Philadelphia, Pennsylvania 19107
(215) 928-6988

Recruitment. Jefferson Medical College is sensitive to the problems of minority and other disadvantaged students. We encourage students from Black colleges and out-of-state residents to apply. We actively recruit qualified applicants from minority groups which are underrepresented in American medicine. Included in these groups are Black Americans, American Indians/Alaskan Natives, Mexican Americans, and Mainland Puerto Ricans.

The Section on Minority Affairs of the Office of Student Affairs provides information regarding opportunities in health professions, counseling, assistance with the admission process, coursework planning, and maintains liaison with college and high school guidance counselors. We try to ease the transition from undergraduate school to medical school.

Jefferson Medical College participates in a Thomas Jefferson/South Philadelphia High School program as a means of producing future potential minority medical school applicants. Several high school students are awarded Summer Biomedical Research Apprenticeships in cooperation with the National Institutes of Health. We maintain cooperative programs with area undergraduate colleges and send representatives to the Harvard Summer Program and other similarly designed programs for recruitment.

Admissions. Jefferson Medical College participates in AMCAS (American Medical College Application Service). We encourage minority students from all states to apply for

admission and urge them to identify themselves on the AMCAS application form. All minority applications are reviewed and a determination is made on which minority students receive an invitation for interview. Actions on all applicants are taken by the Admissions Committee.

Academic Aid Programs. After matriculation, departments in which any student experiences academic difficulty provide tutorial help. We have computerized assisted and traditional faculty tutorial programs for those who need academic reinforcement. Any academic adjustment required on an individual basis is arranged through the Office of Medical Education with cooperation of the Committee on Student Promotion.

Student Financial Assistance. All students at Jefferson Medical College in financial need are aided from the school's regular student financial aid funds. However, minority and disadvantaged students have additional sources available to them provided through the personal generosity of members of the Board of Trustees and some foundations.

Waivers of Jefferson's application fee are accepted if AMCAS has previously granted a fee waiver.

Other Pertinent Information. The Student National Medical Association has an official chapter at Jefferson Medical College. The SNMA holds regular meetings to discuss problems and to disseminate general information of mutual concern to minority students.

Minority Applicants, Admissions, Matriculants and Enrollments for the Academic Years 1979 and 1980

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
1979-80												
Applied	336	195/141	18	24	17/7	4	43	33/10	7	49	33/16	6
Accepted	41	27/14	20	5	5/0	0	9	6/3	22	8	5/3	25
Matriculated	7	3/4	14	1	1/0	0	4	3/1	0	3	2/1	33
Enrolled												
First-Year	8	3/5	15	1	1/0	0	5	4/1	0	3	2/1	33
All Years	41	25/16	47	5	4/1	40	8	6/2	14	8	6/2	25
1980-81												
Applied	320	159/161	15	9	7/2	11	57	48/9	5	27	13/14	26
Accepted	28	14/14	29	2	2/0	0	8	7/1	0	5	5/0	40
Matriculated	5	4/1	20	2	2/0	0	1	1/0	0	2	2/0	50
Enrolled												
First-Year	6	5/1	20	2	2/0	0	1	1/0	0	3	2/1	50
All Years	36	22/14	52	7	6/1	29	9	7/2	11	9	7/2	13

Minority Students Graduated for the Academic Years 1978 to 1981

Minority Group	1978-79	1979-80	1980-81	1981-82 (est.)
Black American	4	8	16	7
American Indian	0	0	4	0
Mexican American/Chicano	0	0	0	3
Mainland Puerto Rican	0	1	2	2

**The Medical College of
Pennsylvania**

Address inquiries to
Marlene E. Jefferson
Director of Student Services and
Coordinator for Minority Affairs
The Medical College of
Pennsylvania
330 Henry Avenue
Philadelphia, Pennsylvania 19129
(215) 842-7009

Recruitment. The Medical College of Pennsylvania participates in the recruitment of minority medical students by means of visitations to local high schools, colleges and various health career summer programs and conferences. Most of the representation is at the administrative level. We are also affiliated with the American Foundation for Negro Affairs Program (AFNA) which aims at preparing, encouraging and providing motivation for the best black students in this geographic region who have an interest in medicine. The faculty and administration are heavily involved in our commitment to the AFNA Program.

Admissions. The Admissions Committee reviews both minority and general applications. Differences of background and education as well as the demands existing in a different culture or bearing responsibility for an extended family, are taken into account when such students are considered. The Admissions Committee is composed of full-time faculty members of the Medical College and Hospital, and includes minority membership.

Academic Aid Programs. Although we are not a heavily-endowed school, we have tried to make a modest effort to provide tutorial assistance to our minority students. This effort made by faculty and administration enables students to proceed at a slower pace if necessary. Our academic support system, which is available to all students, is used extensively by our current minority students. It is designed to assess the reasons for academic problems, provide educational counseling and tutorial assistance. A limited amount of personal counseling is available and a peer network support system is in the process of development.

Summer Programs. We do not offer a summer enrichment program.

Student Financial Assistance. Minority students are assisted by our Financial Aid Director and institutional loans and scholarships are allocated according to the student's financial need. In addition, we attempt to interest outside organizations in rallying to their support. Unfortunately, both as a school and as a country, this support is inadequate to meet the need.

Minority Applicants, Admissions, Matriculants and Enrollments for the Academic Years 1979 and 1980

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
1979-80												
Applied	247	120/127	—	9	6/3	0	30	23/7	—	44	24/20	—
Accepted	39	—	—	0	0/0	0	3	2/1	0	7	4/3	—
Matriculated	13	5/8	15	0	0/0	0	1	0/1	0	2	0/2	0
Enrolled												
First-Year	17	9/8	12	0	0/0	0	1	0/1	0	3	1/2	0
All Years	52	27/25	—	0	0/0	0	8	6/2	12	3	1/2	0
1980-81												
Applied	284	128/156	—	3	2/1	0	18	10/8	0	29	15/14	—
Accepted	34	16/18	29	1	0/1	0	3	3/0	0	4	2/2	0
Matriculated	12	7/5	27	1	0/1	0	1	1/0	0	1	0/1	0
Enrolled												
First-Year	19	12/7	31	1	0/1	0	1	1/0	0	3	0/3	0
All Years	51	29/22	37	1	0/1	0	4	3/1	25	5	2/3	0

— Indicated data not available

Minority Students Graduated for the Academic Years 1978 to 1981

Minority Group	1978-79	1979-80	1980-81	1981-82 (est.)
Black American	10	12	15	10
American Indian	1	0	0	0
Mexican American/Chicano	0	2	1	1
Mainland Puerto Rican	2	2	0	1

**The Pennsylvania State University
College of Medicine**

Address inquiries to
Dr. Alphonse E. Leure-duPree
Associate Professor
The Pennsylvania State University
College of Medicine
500 University Drive
Hershey, Pennsylvania 17033
(717) 534-8755

Recruitment. The Pennsylvania State University College of Medicine is actively involved and strongly committed to the recruitment of minority applicants. The recruitment program includes visits by faculty and students to high schools and undergraduate colleges in Pennsylvania and neighboring states. The College of Medicine also hosts groups of interested minority students who visit our campus to develop a better understanding of our admission and selection criteria. The school also participates in national minority conferences and workshops.

Admissions. There is neither a separate admissions committee nor separate policy employed in the selection of minority students. There is minority representation on the Medical Selection Committee.

Academic Aid Programs. The faculty advisory system has been a very important part of the educational program. A faculty advisor is viewed as a source of general support to students in areas of academic, personal and

social counseling. Any student who experiences academic difficulty can obtain tutorial help by request through the Department Chairman. Computerized assistance and group tutorial programs are also available.

Summer Programs. The Pennsylvania State University does not offer an academic reinforcement program during the summer prior to matriculation in medical school.

Student Financial Assistance. The Pennsylvania State University College of Medicine does not have a program for waiver of application fees. Financial aid is determined on the basis of need. The amount of aid awarded is dependent on availability of aid resources. Needy students generally receive a financial aid package which is composed of loans from University and non-University sources. Each applicant is considered on an individual basis and the philosophical intent is to provide the greatest support for the most needy students.

The University of Pennsylvania School of Medicine

Address inquiries to
Dr. Helen O. Dickens
Associate Dean, Minority Affairs
University of Pennsylvania
School of Medicine
1 Medical Education Building
36th and Hamilton Walk
Philadelphia, Pennsylvania 19104
(215) 662-3315 or (215) 243-4409

Recruitment. The Office of Minority Affairs is directly responsible for the recruitment of students from minority groups which are underrepresented in American medicine. Recruitment efforts are both short- and long-term. Short-term efforts are directed toward college juniors and seniors who will be applying to medical school. Long-term efforts include career counseling of college freshmen, sophomores, and high school students. The Associate Dean for Minority Affairs, the Assistant for Minority Affairs and, whenever possible, enrolled minority students visit selected colleges and universities throughout the country to speak with students interested in a career in medicine. Emphasis is placed on institutions with a large representation of minority students.

Underrepresented minority enrollment is approximately 7.3% (forty-six minority students are currently enrolled) of the total enrollment (640 students) in the School of Medicine. This includes 15 freshmen (or 9% of the first year class); 12 sophomores (7% of the second year class); 8 juniors (5% of the third year class); and 11 seniors (6% of the fourth year class). Approximately 25% of the total enrollment is female; 17 minority females are enrolled.

The School of Medicine participates in several programs to identify Philadelphia area minority and low income high school and college students who desire health science careers and who demonstrate potential capability for study. These programs are a combination of yearly and summer laboratory and clinical experiences in most of our departments. We are currently involved in the AFNA Program (the American Foundation for Negro Affairs), the NIH Minority Summer Apprenticeship Programs, and the University of Pennsylvania/University City High School Health and Science Technology Course.

We serve as hosts to faculty and students from various undergraduate colleges and community organizations who are interested in our program. Information is provided on our particular program, undergraduate courses needed to prepare for a ca-

reer in medicine, housing, financial aid, and other matters related to careers in medicine.

Admissions. The Office of Minority Affairs works with the Admissions Office to facilitate applications from minority group students to the School of Medicine. Both minority faculty and enrolled students participate on the Interviewing Panel and the Admissions Committee. In selecting applicants for admission, the Committee gives consideration to special features of background and experience which may contribute to a candidate's potential for a medical career, and assesses his undergraduate academic performance.

Academic Aid Programs. The Committee on Admissions has not admitted any student who it has believed to be unable to complete our curriculum. Counseling is an integral part of our retention efforts. It is given in all areas, including academic, personal, financial, residential, and socio-cultural aspects of student life.

The Associate Dean and the Assistant for Minority Affairs serve as informed and responsible advocates for the student whenever he or she may desire assistance. The Associate Dean for Minority Affairs serves as the academic advisor for all minority students. Students are assigned a basic science faculty advisor and a clinical science faculty advisor in accordance with the School's advisory system. In addition, each entering minority freshman is assigned a minority upperclass student advisor the summer prior to matriculation. The Office of Minority Affairs and the enrolled minority students develop academic reinforcement programs, in the form of seminars, workshops, health awareness projects, etc., to augment the curriculum. These programs are continuous and are designed to foster interaction between minority students and the minority health community, which includes community physicians and minority students from area medical schools.

The University of Pennsylvania School of Medicine: PENNSYLVANIA

The Associate Dean for Curriculum and the course directors work together to identify any student who may be experiencing academic difficulties. Faculty members are made available to those students who wish academic reinforcement. If a student fails a course, he or she has the opportunity to take another exam and, if necessary, to repeat the course.

Student Financial Assistance. The School of Medicine does not waive fees directly. Fee waivers must be requested through

AMCAS. A waiver should be requested at the time of initial application.

Financial aid is determined on the basis of need, for all students, after being accepted into our program. The amount of financial aid provided depends on the amount available in the School of Medicine's financial aid resources. In most instances, students receive financial assistance which includes University scholarships and loans, and loans obtained from non-University sources. It should be noted that no student has ever been dismissed from the School of Medicine for financial reasons. Financial aid is available for all classes.

**The University of Pittsburgh
School of Medicine**

Address inquiries to
Dr. Carolyn M. Carter
Assistant Dean of Student Affairs
The University of Pittsburgh
School of Medicine
M-247 Scaife Hall
Pittsburgh, Pennsylvania 15261
(412) 624-1498

Recruitment. The Assistant Dean for Student Affairs, the Student National Medical Association and faculty participate in the recruitment of minority students. Visits are made to minority and majority colleges as well as summer programs for recruiting purposes. The Premedical Committee of our own university encourages undergraduate minority students to apply. Applicants are invited each year for a day in Pittsburgh to meet other students, to be interviewed, to tour the school, and to meet our faculty.

There are occasional visits to high schools and colleges, and tours at the medical school are arranged. These activities are carried on principally by the Assistant Dean of Student Affairs. In addition, an Explorers Program composed mostly of local high school students, meets throughout the year at the medical school for a variety of medically related experiences.

Admissions. The composition of the eighteen-member Admissions Committee included black faculty, who are practicing physicians, and receive no recompense from the University. The Assistant Dean of Student Affairs screens applicants and participates in the Committee's selection of candidates. Life experiences, essay, MCAT scores and grade point averages are reviewed by the Committee in its selection process.

Academic Support Programs. Any enrolled student at the University of Pittsburgh School of Medicine who requests extra help, tutoring, or special seminars receives such assistance as a matter of routine. Also, faculty and/or administrators recommend tutoring to students who appear to need help. Both students and faculty offer

tutoring services. The student who encounters difficulty during the first year may drop one course in the second semester and complete the course requirements at a later time. The student also has the option to repeat the entire first year. Program provides help in sharpening learning skills and in individual counseling as needed. Evaluation procedures are flexible and constant guidance is maintained. The Retention Committee is responsible for identifying and remedying difficulties before failure occurs.

Summer Program. The Medical School funds an eight-week Summer Research and Reinforcement program for undergraduate college minority students interested in a medical career.

Student Financial Assistance. The National Medical Fellowships provides support for first and second-year minority students. All students are awarded loans and scholarships on the same basis. Determination of these awards are made on the basis of special problems, total indebtedness, and total need of each student.

These loans and scholarships are awarded by the School of Medicine.

Other Pertinent Information. The Student National Medical Association sponsors a Guest Lecturer Series to focus attention on the contributions Blacks have made in academic, clinical, and administrative medicine. The lecture series provides role models for minority students at Pittsburgh and, broadens the experience of the entire Medical School Committee. The school administration and faculty contribute financially and offer personal support for this program.

Minority Applicants, Admissions, Matriculants and Enrollments for the Academic Years 1979 and 1980

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
1979-80												
Applied	166	96/70	—	4	3/1	0	7	3/4	0	21	12/9	0
Accepted	9	6/3	—	0	0/0	0	0	0/0	0	0	0/0	0
Matriculated	8	6/2	—	0	0/0	0	0	0/0	0	0	0/0	0
Enrolled												
First-Year	9	6/3	—	0	0/0	0	0	0/0	0	0	0/0	0
All Years	15	10/5	—	0	0/0	0	0	0/0	0	0	0/0	0
1980-81												
Applied	308	174/134	—	9	7/2	0	25	21/4	0	20	7/13	0
Accepted	49	27/22	—	0	0/0	0	0	0/0	0	0	0/0	0
Matriculated	14	8/6	—	0	0/0	0	0	0/0	0	0	0/0	0
Enrolled												
First-Year	14	8/6	—	0	0/0	0	0	0/0	0	0	0/0	0
All Years	28	16/12	—	0	0/0	0	0	0/0	0	0	0/0	0

— Indicates data not available

Minority Students Graduated for the Academic Years 1978 to 1981

Minority Group	1978-79	1979-80	1980-81	1981-82 (est.)
Black American	4	2	3	2
American Indian	0	0	0	0
Mexican American/Chicano	0	0	0	0
Mainland Puerto Rican	0	0	0	0

Minority Applicants, Admissions, Matriculants and Enrollments for the Academic Years 1979 and 1980

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
1979-80												
Applied	156	—	—	8	—	—	20	—	—	26	—	—
Accepted	8	—	—	0	0/0	0	0	0/0	0	0	0/0	0
Matriculated	0	0/0	0	0	0/0	0	0	0/0	0	0	0/0	0
Enrolled												
First-Year	0	0/0	0	0	0/0	0	0	0/0	0	0	0/0	0
All Years	9	2/7	—	1	0/1	—	0	0/0	0	0	0/0	0
1980-81												
Applied	174	—	—	10	—	—	15	—	—	24	—	—
Accepted	17	—	—	1	—	—	0	0/0	0	0	0/0	0
Matriculated	2	0/2	0	1	0/1	0	0	0/0	0	0	0/0	0
Enrolled												
First-Year	2	0/2	—	1	0/1	0	0	0/0	0	0	0/0	0
All Years	9	1/8	—	2	0/2	—	0	0/0	0	0	0/0	0

— Indicates data not available

Minority Students Graduated for the Academic Years 1978 to 1981

Minority Group	1978-79	1979-80	1980-81	1981-82 (est.)
Black American	3	2	5	1
American Indian	0	0	1	0
Mexican American/Chicano	0	0	0	0
Mainland Puerto Rican	1	0	0	0

Minority Applicants, Admissions, Matriculants and Enrollments for the Academic Years 1979 and 1980

	Black American			American Indian			Mexican American/Chicano*			Mainland Puerto Rican		
	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
1979-80												
Applied	40	29/11	45	2	1/1	50	39	22/17	33	8	5/3	0
Accepted	8	4/4	50	0	0/0	0	4	3/1	50	0	0/0	0
Matriculated	3	0/3	67	0	0/0	0	2	1/1	50	0	0/0	0
Enrolled												
First-Year	4	1/3	—	0	0/0	0	2	1/1	—	0	0/0	0
All Years	17	10/7	71	1	1/0	100	8	7/1	13	0	0/0	0
1980-81												
Applied	42	17/25	50	1	1/0	0	32	21/11	28	5	3/2	0
Accepted	9	4/5	67	0	0/0	0	5	2/3	40	1	1/0	0
Matriculated	3	2/1	67	0	0/0	0	2	1/1	50	1	1/0	0
Enrolled												
First-Year	4	2/2	—	0	0/0	0	2	1/1	50	1	1/0	0
All Years	14	7/7	64	1	1/0	100	9	7/2	11	2	2/0	—

— Indicates data not available

* Includes other Hispanics

Minority Students Graduated for the Academic Years 1978 to 1981

Minority Group	1978-79	1979-80	1980-81	1981-82 (est.)
Black American	1	5	3	4
American Indian	0	0	0	1
Mexican American/Chicano	2	1	3	1
Mainland Puerto Rican	0	0	1	0

Minority Applicants, Admissions, Matriculants and Enrollments for the Academic Years 1979 and 1980

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
1979-80												
Applied	332	206/126	18	8	4/4	0	31	23/8	6	41	27/14	7
Accepted	35	28/7	—	1	0/1	0	2	1/1	50	2	1/1	0
Matriculated	7	6/1	29	0	0/0	0	1	0/1	0	1	1/0	0
Enrolled												
First-Year	7	6/1	29	0	0/0	0	1	0/1	0	1	1/0	0
All Years	43	27/16	32	0	0/0	0	3	1/2	33	3	2/1	0
1980-81												
Applied	321	161/160	15	9	6/3	11	43	32/11	5	34	17/17	21
Accepted	32	15/17	—	1	0/1	0	1	1/0	0	3	3/0	33
Matriculated	12	5/7	25	0	0/0	0	0	0/0	0	0	0/0	0
Enrolled												
First-Year	12	5/7	25	0	0/0	0	0	0/0	0	0	0/0	0
All Years	44	27/17	30	0	0/0	0	3	1/2	33	2	2/0	0

— Indicates data not available

Minority Students Graduated for the Academic Years 1978 to 1981

Minority Group	1978-79	1979-80	1980-81	1981-82 (est.)
Black American	17	12	13	10
American Indian	0	0	0	0
Mexican American/Chicano	0	0	2	0
Mainland Puerto Rican	0	1	0	1

**Temple University
School of Medicine**

**Address inquiries to
Charles S. Ireland, Jr.
Assistant to the Dean
Temple University
School of Medicine
Broad and Tioga Streets
Philadelphia, Pennsylvania 19140
(215) 221-3653**

Recruitment. One of the units of Temple's RAR (Recruitment, Admissions, and Retention) Program actively recruits prospective medical students by making scheduled visits to undergraduate colleges and universities in the mid-Atlantic region. Seminars are conducted with minority pre-medical societies, fraternities and sororities, and other student groups, providing them with comprehensive information on pre-medical requirements, course selection, and medical school application procedures in general.

These campus visits give interested students an opportunity to become familiar with Temple's particular medical curriculum, the criteria applicants should meet in order to be favorably considered for admission, and the nature of the experiences they can expect during their four years of training. Invariably, the RAR recruiters are called upon to counsel potential applicants about their financial aid and housing requirements and other personal and academic needs which require some planning.

The counselors, other staff, and minority medical students work closely with prospective medical students to heighten their awareness of the full scope of the RAR Program's services. Relationships are maintained with all campuses and groups to aid in the continuous development of future prospective applicants. Printed materials about RAR and Temple University School of Medicine are distributed to college counseling centers and placement offices, to student organizations, and to interested individuals. These and other forms of communication enable RAR to build rapport among college underclassmen. Any assistance that RAR can provide to advance a student's undergraduate academic progress toward the successful completion of a pre-medical or related program is gladly given.

A primary recruitment objective is to make sure that minority students obtain a realistic picture of what is involved in medical education. Following campus visits, prospective applicants are encouraged to maintain contact with the RAR Program. Many

students spend a day or more at Temple touring the facilities and attending classes with first-year medical students. These arrangements can be made on an individual or group basis simply by contacting the Program. Recruitment is a continuous process that terminates only with an applicant's admission to medical school—Temple or another—or the crystallization of plans to pursue an alternative career.

Admissions. RAR Program staff assist in the processing of all applications from minority group students to the point where a decision regarding their admission is made by the school's Admissions Committee. Another service provided by the RAR staff is the positive profile that is developed for minority applicants for presentation to the Admissions Committee along with the regular application documents. The profile highlights the applicant's personal strengths and assets, and describes background circumstances so that the committee has a composite impression of the candidate. Minority faculty and students serve on the Admissions Committee, and RAR staff members serve as resource persons to the Committee.

Academic Aid Programs. Temple's retention services include individual support to all enrolled students during the entire term of their medical education. Students utilize counseling services related to meeting the demands of personal, financial, social, cultural, and academic dimensions of their lives. Counseling services are available at the point of admission and continue to graduation. RAR staff develops and coordinates specialized activities to sharpen some students' learning techniques such as note-taking, reading, study habits, and test-taking. The staff also participates in the school's two retention subcommittees.

Summer Programs. Temple conducts the Summer Educational Reinforcement Activity (SERA). This is a voluntary program offered to all incoming minority and other selected freshmen to familiarize them with the

PENNSYLVANIA: Temple University School of Medicine

School of Medicine. SERA is conducted during the months of June and July as a "dry run" of what is involved in the first year of medical training. In the first week of this seven-week program, students are acquainted with the overall setting of the School of Medicine including minority faculty, staff, and upperclassmen. During the remaining six weeks, students are taught segments of actual first-year courses such as anatomy, biochemistry, and physiology. At the same time, students are able to sharpen study techniques, form study groups with other minority students, and avail themselves to the wide range of academic re-

sources in the School of Medicine. Each student receives a weekly stipend while attending SERA in addition to receiving help with any preenrollment problems that might occur such as housing, employment for a spouse, and child care.

Student Financial Assistance. Financial aid in the form of scholarships and loans is available to all minority students who show need. Individual attention is given to each applicant. Regional interviews by Temple alumni are considered for students for whom travel or other considerations make a personal visit to the school a hardship.

**Ponce Medical School Foundation
Ponce School of Medicine**

Address inquiries to
Dr. Jose N. Correa
Dean

Ponce Medical School Foundation
Ponce School of Medicine
P.O. Box 7004
Ponce, Puerto Rico 00732
(809) 843-8288 or (809) 840-2519

Recruitment. There is no specific design for "Minority Student" recruitment at high schools in Puerto Rico, as we do not consider any particular group in the island a minority group. Specific information is provided to all public and private high school students and public universities, particularly those with pre-med programs on requirements for admission of the Ponce School of Medicine. The same information is provided to any applicant resident of the mainland of the United States of America.

Admissions. The following are considered by the Admissions Committee: 1) General index accumulated by the student on his Bachelor's Degree, 2) MCAT grade, 3) Index accumulated by the student in the science courses in his Bachelor's Degree, 4) Interview by the Admissions Committee members, and 5) Evaluation of a written essay by the applicant on a subject chosen by the Admissions Committee.

Academic Aid Programs. Special retention program is offered after a careful evaluation by the Students Promotion Committee, the Academic Dean, and the final approval of the Dean of the School after evaluating the individual student's academic records.

Summer Programs. All summer courses are designed for the Ponce School of Medicine students only.

Student Financial Assistance. After only one year of existence, our School has no special financial aid for the students. All of our American citizen Puerto Rican students as well as mainland American citizen students rely exclusively on the Federal Student Financial Aid programs.

Other Pertinent Information. The Ponce Medical School Foundation is a non-profit organization with the purpose of operating the Ponce School of Medicine of Puerto Rico, formerly the School of Medicine of the Catholic University of Puerto Rico.

The Ponce Medical School Foundation took over the operations of the School of Medicine on July 1, 1980, under the government of a Board of Trustees.

On May 29, 1981, the Ponce School of Medicine graduated its first class granting twenty-three M.D. degrees.

The Ponce School of Medicine, located at Ponce, Puerto Rico, the second largest city of the island, has established that applications for admission are considered on the basis of the qualifications of each applicant without regard to race, age, color, creed, sex, national origin, or physical handicaps. Students, faculty, and staff are assured of participation in programs and in the use of facilities of the school without discrimination.

In addition, in Puerto Rico and within its population, no particular groups are considered "Minority Groups." All residents are considered Puerto Ricans regardless of their race, age, color, and sex.

**University of Puerto Rico
Medical Sciences Campus
School of Medicine**

Address inquiries to
Carmen M. Lopez-Maiz
Director, Office of Student Affairs
University of Puerto Rico
Medical Sciences Campus
School of Medicine
G.P.O. Box 5067
San Juan, Puerto Rico 00936
(809) 751-6389

Recruitment. An orientation program for the recruitment of students has been developed by the Dean of Students of the Medical Sciences Campus in collaboration with the Office of Student Affairs and the Admissions Committee of the School. The Program includes visits to colleges and universities as well as orientation visits to our medical school. A group of student counselors from the School of Medicine, members of the American Medical Student Association, and interested members of the different classes also participate in these activities.

Admissions. Candidates are admitted to the freshman class on a competitive basis. The admissions process utilizes a formula that takes into consideration academic and non-academic factors. The academic factors include the General and Science Grade Point Average and the MCAT scores. To assess the applicant's skills and attributes, the Admissions Committee requires an evaluation by premedical advisors or recommendations from three professors and a personal interview conducted by a school faculty member according to established guidelines.

The Admissions Committee is composed of faculty members representing the basic and clinical sciences, and student representatives. The Dean of Students of the Medical Sciences Campus and the Dean of the School of Medicine are ex-officio members of the Committee.

Academic Aid Programs. The academic performance of each student is examined throughout the year by a Committee on Advancement appointed by the Dean for each educational level. These Committees recommend the students' promotions in the educational program, or advise on other alterna-

tives such as faculty advisement, remedial work, re-evaluations, and repetition of a part or all of a year of studies.

The Office of Student Affairs provides counseling services to all students who have interpersonal problems that interfere with their academic performance. Study skills seminars are made available to interested students. Psychological testing and psychiatric consultation are also available through the Student Health Service.

Summer Programs. The Health Career Opportunity Program is a summer program offered to a group of first-year college students. The objective of this program is to acquaint the student with the different academic offerings at the Medical Sciences Campus and their approach to health.

A pre-orientation program for new matriculants is offered in June, and an orientation week program is held the first week of August. The orientation week is designed to acquaint the freshman class with the School, its academic program, the methods of evaluation, the services available to students, and the school's faculty and student body.

Student Financial Assistance. The Puerto Rico Legislature provides funds for a number of scholarships to needy students who have high academic records and are residents of Puerto Rico. The amount awarded depends on the economical need of the applicant and his academic expenses.

The college work-study program offers employment opportunities up to a maximum of 15 hours per week during regular academic terms and full time work during vacations. In addition, medical students may benefit from summer employment opportunities in clinical programs.

**Minority Applicants, Admissions, Matriculants and
Enrollments for the Academic Years 1979 and 1980**

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
1979-80												
Applied	480	—	—	10	—	—	28	—	—	50	—	—
Accepted	40	—	—	—	—	—	2	—	—	7	—	—
Matriculated	15	7/8	—	—	—	—	1	0/1	—	1	1/0	—
Enrolled												
First-Year	15	7/8	—	0	0/0	0	1	0/1	—	1	1/0	—
All Years	71	36/35	—	0	0/0	0	1	0/1	—	7	6/1	—
1980-81												
Applied	509	—	—	13	—	—	28	—	—	38	—	—
Accepted	55	—	—	1	—	—	2	—	—	6	—	—
Matriculated	23	10/13	—	1	0/1	—	0	0/0	0	1	1/0	—
Enrolled												
First-Year	23	10/13	—	1	0/1	—	0	0/0	0	1	1/0	—
All Years	82	38/44	—	1	0/1	—	1	0/1	—	8	7/1	—

— Indicates data not available

**Minority Students Graduated for the
Academic Years 1978 to 1981**

Minority Group	1978-79	1979-80	1980-81	1981-82 (est.)
Black American	21	12	22	19
American Indian	0	0	0	0
Mexican American/Chicano	0	0	0	0
Mainland Puerto Rican	2	1	3	3

Minority Applicants, Admissions, Matriculants and Enrollments for the Academic Years 1979 and 1980

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
1979-80												
Applied	—	—	—	—	—	—	—	—	—	—	—	—
Accepted	—	—	—	—	—	—	—	—	—	—	—	—
Matriculated	—	—	—	—	—	—	—	—	—	—	—	—
Enrolled	—	—	—	—	—	—	—	—	—	—	—	—
First-Year	0	0/0	0	0	0/0	0	1	1/0	—	1	0/1	—
All Years	0	0/0	0	0	0/0	0	1	1/0	—	1	0/1	—
1980-81												
Applied	—	—	—	—	—	—	—	—	—	—	—	—
Accepted	—	—	—	—	—	—	—	—	—	—	—	—
Matriculated	—	—	—	—	—	—	—	—	—	—	—	—
Enrolled	—	—	—	—	—	—	—	—	—	—	—	—
First-Year	0	0/0	0	0	0/0	0	0	0/0	0	1	0/1	—
All Years	0	0/0	0	0	0/0	0	1	1/0	—	2	0/2	—

— Indicates data not available

Minority Students Graduated for the Academic Years 1978 to 1981

Minority Group	1978-79	1979-80	1980-81	1981-82 (est.)
Black American	—	—	—	—
American Indian	—	—	—	—
Mexican American/Chicano	—	1	1	—
Mainland Puerto Rican	—	1	2	—

**Minority Applicants, Admissions, Matriculants and
Enrollments for the Academic Years 1979 and 1980**

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
1979-80												
Applied	—	—	—	—	—	—	—	—	—	—	—	—
Accepted	—	—	—	—	—	—	—	—	—	—	—	—
Matriculated	—	—	—	—	—	—	—	—	—	—	—	—
Enrolled												
First-Year	0	0/0	0	0	0/0	0	0	0/0	0	1	1/0	—
All Years	2	2/0	—	0	0/0	0	0	0/0	0	2	2/0	—
1980-81												
Applied	—	—	—	—	—	—	—	—	—	—	—	—
Accepted	—	—	—	—	—	—	—	—	—	—	—	—
Matriculated	—	—	—	—	—	—	—	—	—	—	—	—
Enrolled												
First-Year	0	0/0	0	0	0/0	0	0	0/0	0	5	4/1	—
All Years	2	2/0	—	0	0/0	0	0	0/0	0	6	5/1	—

— Indicates data not available

**Minority Students Graduated for the
Academic Years 1978 to 1981**

Minority Group	1978-79	1979-80	1980-81	1981-82 (est.)
Black American	—	—	1	1
American Indian	—	—	—	—
Mexican American/Chicano	—	—	—	—
Mainland Puerto Rican	—	—	1	—

**Brown University
Program in Medicine**

Address inquiries to
A. James Powell
Minority Affairs Officer
Brown University
Program in Medicine
Providence, Rhode Island 02912
(401) 863-3335

Recruitment. The Program in Medicine participates in a number of regional career days and actively recruits students through a series of field visitations to a variety of academic centers. Students are encouraged to visit the campus and to meet with faculty, medical students, and administrative personnel. Arrangements for these visits can be made through the Office of Minority Affairs.

The School conducts an academic enrichment program for eligible minority students in local high schools. A component of that program is early identification of good prospects and cultivation of them with the hope that they might apply to Brown.

Admissions. All applications for admission are reviewed by the Medical Admission Committee, whose membership includes the Minority Affairs Officer, and at least one minority student. Recommendations emanating from the review process are made directly to the Dean of Medicine.

The successful completion of college level courses in each of the subjects listed below is a prerequisite for acceptance to the Program in Medicine. One or more of these mandated subjects may be waived as requirements for admissions, if in the judgment of the Medical Admission Committee or the Dean of Medicine, competence has been demonstrated through other means. The courses are: Calculus (two semesters); General Chemistry (two semesters); Organic Chemistry (two semesters); Behavioral and Social Sciences (two semesters); Physics (two semesters); at least three courses in Biology—recommended are courses in Molecular Biology, Biochemistry, and Cell Physiology.

Historically most of the students admitted to the Program in Medicine have completed courses in Biochemistry and Histology before coming to Brown. Therefore, many place out of the required course in the first year of the Program.

The Medical Admission Committee reviews all completed applications and invites certain applicants to be interviewed in person. Occasionally the interviewer may be a person chosen by the Committee in some

other city, or interview reports from other U.S. medical schools will be accepted. Applicants for the combined MD/Ph.D. Program invited for a visit should expect additional interviews by the graduate faculty.

Academic Aid Programs. There is an informal tutorial program conducted during the first two academic years. The format may vary from individual tutoring to group seminars, depending on the needs of the students. The tutors are generally students, but there is some faculty involvement.

Summer Programs. There are three summer programs for minority students which are components of Brown's Health Careers Opportunity Program. The Medical Studies Summer Program is a 6-8 week prematriculation program for admitted underrepresented minority and Rhode Island resident students.

The PMK (Premed for Keeps) Program accepts rising sophomore college students from designated colleges for 6-8 week instructional program in premed courses emphasizing reasoning skills. The PMS (Premed for Sure) Program is a prematriculation program for underrepresented minority high school students who will matriculate to Brown University the next fall. Introductory courses, skills development and clinical experiences are offered. Students in all three programs may qualify to tuition scholarships, travel allowances, and living expenses.

Student Financial Assistance. Application fees may be waived upon an applicant's request. This request must be accompanied by a letter from the applicant's Financial Aid Officer. In addition, a student may request a regional interview if financial circumstances indicate its necessity. In some cases, interviews conducted by other medical schools will be considered in substitution of a personal interview.

Currently, the Office of Minority Affairs has at its disposal a limited amount of discretionary funds which may be used by Brown medical students for emergency situ-

Brown University Program in Medicine: RHODE ISLAND

ations. These funds, however, are only made available after the student has explored other Medical Program resources such as the Dean's Office.

Other Pertinent Information. Since the Brown University Program in Medicine is deeply embedded into the fabric of the rest of the University, there is the unusual advantage of finding social and academic reinforcement from the more than five hundred minority group persons among the faculty and student body in the graduate school and college. Virtually full access to courses in the college and graduate school for medical students, and liberal elective time make meaningful interaction possible.

In the Spring of 1980, the Corporation of Brown University and the Trustees of Dart-

mouth College approved a collaborative educational program whereby twenty additional medical students are to be admitted for studies beginning with the class entering in September, 1981. Under the provisions of the agreement, those twenty M.D. candidates will attend Dartmouth for the first two years of their medical education studying the basic medical sciences and will attend Brown during the succeeding two years for their clinical training. The combined program students will be selected by means of a jointly administered admissions process and, upon successful completion of both phases of medical education conducted in Hanover and Providence, will be awarded the M.D. degree by Brown University. Each medical school will continue to admit its customary complement of students for its own M.D. Program.

**Medical University of South Carolina
College of Medicine**

Address inquiries to
Dr. Middleton H. Lambright
Assistant Dean for Minority
Affairs and Recruitment
Medical University of South Carolina
College of Medicine
171 Ashley Avenue
Charleston, South Carolina 29425
(803) 792-3281

Recruitment. Through the cooperation of the Womens Auxiliary of the South Carolina Palmetto State, Medical, Dental and Pharmaceutical Association, the Medical University has established health career clubs for high school students. These clubs provide information on health careers.

A representative of the Medical University and one or more students have made visits to all universities and colleges in the State for the purpose of increasing students in the health careers and disseminating information about the various disciplines in health. In addition, advice on preparation such as prerequisites, curriculum, and financial aid is provided.

Admissions. There are no separate committees or specific procedures for the admission of minority or disadvantaged students. Consideration is given to the applicants' background academically and socially. GPA and MCAT scores are among the selection criteria used in evaluating applicants. Applicants are interviewed by three individuals: two faculty members and a practicing physician.

Academic Aid Programs. All students are assigned an advisor. Those who demonstrate need for academic assistance are of-

fered tutorial guidance and may restructure their academic program.

Summer Programs. At the present time, forty-four students are chosen throughout the state for participation in a Summer Health Career Program. In this program, the student takes courses in medical terminology, basic science, mathematics, English, and biometry. The student also is assigned to a member of the faculty, either Basic or Clinical Science, for the development and completion of a special research project which is presented at the end of the eight-week summer session. Students receive a stipend to supplement the cost of continuing their education. The students in this program are sophomores or rising juniors in undergraduate schools throughout the State, or South Carolina residents attending schools outside the State.

Student Financial Assistance. Fellowships, scholarships and loan programs are available to students. In addition, local community groups and businesses often provide partial or full grants. Occasionally, in return, students are required to serve the communities upon completion of their medical education.

**University of South Carolina
School of Medicine**

Address inquiries to
Dr. Alexander G. Donald
Associate Dean for Student Affairs
University of South Carolina
School of Medicine
Columbia, South Carolina 29208
(803) 777-2768

Recruitment. Minority applicants for admission to the School of Medicine from South Carolina are identified via contacts made by representatives of the Office of Admissions with premedical organizations on individual campuses throughout the state.

The primary goal of this program is to alert and inform junior high school, senior high school, and college students of the School of Medicine's interest in minority students, and to assist the prospective minority medical student in every way so that he/she may be as strong a candidate as possible for admission.

Admissions. The University of South Carolina School of Medicine has no special admissions committee for minority students. All qualified applicants are admitted through the regular admissions process.

The selection process involves the comparative evaluation and review of all available application data, including New MCAT scores, undergraduate academic performance, comments contained in letters of recommendation, and the results of personal interviews with members of the Admissions Committee. The opportunity for admission is greatest for legal residents of South Carolina.

The Admissions Committee is a representative and diverse group of faculty and administrators which includes members of minority groups, women and private practitioners from the community. With such a diversified membership, the committee is able

to provide a thorough and sensitive review of the credentials of each applicant.

Academic Aid Programs. All students accepted into the medical program will find that because of the small class size, a close, personal relationship is maintained between the student and the faculty. This facilitates more individualized teaching and also permits early recognition of any potential or real student academic difficulty so that help may be offered as soon as necessary.

Incoming students are assigned a faculty advisor who monitors the student's academic progress and acts both as a counselor and advisor to the student. Although no special tutorial programs have been established, interested faculty are always available to aid students who encounter academic difficulty.

Student Financial Assistance. The Office of Student Affairs makes every effort to provide information and assistance to help students with their financial obligations. There are at present no special sources of funds for minority students unique to this school. Conventional routes of funding—loans, fellowships, etc., may be available to those who apply for financial consideration. Such assistance is provided solely on the basis of need and availability of funds.

Other Pertinent Information. The School of Medicine admitted its first class of 24 students in August, 1977.

**The University of South Dakota
School of Medicine**

Address inquiries to
Dr. George C. Rinker
Associate Dean
The University of South Dakota
School of Medicine
Vermillion, South Dakota 57069
(605) 677-5233

Recruitment. Through contacts with the University of South Dakota Institute of Indian Studies we have identified several Native American students who have indicated an interest in medicine. Due to the lack of funding, a limited program is being organized to inform and assist them in their pre-medical years.

Admissions. The University of South Dakota School of Medicine has no special admissions committees for minority applicants. However, applications from minorities are encouraged and every effort is made to assist the minority student to become a successful applicant.

Academic Aid Programs. At present there are no special academic aid programs.

Summer Programs. The School of Medicine does not offer summer reinforcement programs.

Student Financial Assistance. The medical school will waive the application fee upon request and presentation of reasonable evidence of need.

Other Pertinent Information. Any Native American who is an enrolled member of a South Dakota tribe will be considered a South Dakota resident regardless of the applicant's current residency.

Minority Applicants, Admissions, Matriculants and Enrollments for the Academic Years 1979 and 1980

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
1979-80												
Applied	—	—	—	—	—	—	—	—	—	—	—	—
Accepted	—	—	—	—	—	—	—	—	—	—	—	—
Matriculated	—	—	—	—	—	—	—	—	—	—	—	—
Enrolled												
First-Year	6	4/2	—	0	0/0	0	1	1/0	—	1	0/1	—
All Years	19	11/8	—	0	0/0	0	1	1/0	—	5	2/3	—
1980-81												
Applied	—	—	—	—	—	—	—	—	—	—	—	—
Accepted	—	—	—	—	—	—	—	—	—	—	—	—
Matriculated	—	—	—	—	—	—	—	—	—	—	—	—
Enrolled												
First-Year	6	3/3	—	0	0/0	0	0	0/0	0	2	1/1	—
All Years	20	11/9	—	0	0/0	0	1	1/0	—	6	3/3	—

— Indicates data not available

Minority Students Graduated for the Academic Years 1978 to 1981

Minority Group	1978-79	1979-80	1980-81	1981-82 (est.)
Black American	4	4	2	4
American Indian	0	0	0	0
Mexican American/Chicano	0	0	0	0
Mainland Puerto Rican	0	1	0	1

Minority Applicants, Admissions, Matriculants and Enrollments for the Academic Years 1979 and 1980

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
1979-80												
Applied	—	—	—	—	—	—	—	—	—	—	—	—
Accepted	—	—	—	—	—	—	—	—	—	—	—	—
Matriculated	—	—	—	0	0/0	0	—	—	—	0	0/0	0
Enrolled												
First-Year	4	3/1	—	0	0/0	0	2	2/0	—	0	0/0	0
All Years	19	13/6	—	0	0/0	0	2	2/0	—	0	0/0	0
1980-81												
Applied	—	—	—	—	—	—	—	—	—	—	—	—
Accepted	5	—	—	—	—	—	—	—	—	—	—	—
Matriculated	—	—	—	—	—	—	—	—	—	—	—	—
Enrolled												
First-Year	4	2/2	—	0	0/0	0	1	1/0	—	0	0/0	0
All Years	16	9/7	—	0	0/0	0	1	1/0	—	0	0/0	0

— Indicates data not available

Minority Students Graduated for the Academic Years 1978 to 1981

Minority Group	1978-79	1979-80	1980-81	1981-82 (est.)
Black American	6	8	2	6
American Indian	0	0	0	0
Mexican American/Chicano	0	0	0	0
Mainland Puerto Rican	0	0	0	0

Minority Applicants, Admissions, Matriculants and Enrollments for the Academic Years 1979 and 1980

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
1979-80												
Applied	—	—	—	—	—	—	—	—	—	—	—	—
Accepted	—	—	—	—	—	—	—	—	—	—	—	—
Matriculated	—	—	—	—	—	—	—	—	—	—	—	—
Enrolled												
First-Year	1	0/1	—	0	0/0	0	0	0/0	0	0	0/0	0
All Years	2	0/2	—	0	0/0	0	0	0/0	0	0	0/0	0
1980-81												
Applied	—	—	—	—	—	—	—	—	—	—	—	—
Accepted	—	—	—	—	—	—	—	—	—	—	—	—
Matriculated	—	—	—	—	—	—	—	—	—	—	—	—
Enrolled												
First-Year	2	1/1	—	0	0/0	0	0	0/0	0	1	1/0	—
All Years	3	1/2	—	0	0/0	0	0	0/0	0	1	1/0	—

— Indicates data not available

Minority Students Graduated for the Academic Years 1978 to 1981

Minority Group	1978-79	1979-80	1980-81	1981-82 (est.)
Black American	—	—	1	—
American Indian	—	—	—	—
Mexican American/Chicano	—	—	—	—
Mainland Puerto Rican	—	—	—	—

**East Tennessee State University
Quillen-Dishner College of Medicine**

Address inquiries to
Dr. Charles L. Votaw
Associate Dean for Academic Affairs
East Tennessee State University
Quillen-Dishner College of Medicine
P.O. Box 19630A
Johnson City, Tennessee 37614
(615) 928-6426

Recruitment. The Quillen-Dishner College of Medicine at East Tennessee State University actively seeks applications from minority and underprivileged groups. Representatives from the Office of Student Affairs conduct visitation and career day programs at many college and high school campuses across Tennessee. This institution is also an active participant in the Pre-Medical Enrichment Programs at both East Tennessee State University and at the University of Tennessee at Knoxville.

Admissions. The application and admissions process for all prospective students is relatively the same. The Admissions Committee at this school emphasizes undergraduate GPA, MCAT scores, clinical experience, and non-scholastic achievement. Other criteria for admission include integrity, high scholastic achievement, maturity, intellectual curiosity, and sound motivation.

The Admissions Committee at this institution is composed of representatives from the College of Medicine staff, the undergraduate faculty at East Tennessee State University, the local Veterans Administration Medical Center staff, the Tri-Cities community, and enrolled medical students. These members take part in the Simulated Minority Admissions Exercise, offered by the AAMC's Office of Minority Affairs, which helps improve their skills in analyzing the applications of minority students with the help of both cognitive and non-cognitive variables.

Academic Aid. Being a new and small school, the College of Medicine has been able to implement a highly effective system of student advisement. The first line of advisement involves contact between the students and the teaching staff. Secondly, students are allowed to select a faculty member for advisement in their basic and clinical sciences and a faculty advisor for senior

elective advisement. A third point of contact is offered through the Office of Student Affairs. This office staffs two assistant deans who offer help to students in both academic and personal areas.

An optional program under which students may complete the first two years of the curriculum over a three-year period is also available for academic aid. Students may elect to take this program of their own initiative or may be directed to the program at the recommendation of either the Admissions Committee or the Student Promotions Committee. Other academic aids include tutorial services offered by individual departments and special courses geared toward improving such basic skills as test taking, reading, and study skills.

Summer Programs. The Quillen-Dishner College of Medicine participates in the Pre-Medical Enrichment Programs offered each summer at East Tennessee State University and at the University of Tennessee at Knoxville. These programs are aimed at enhancing the applications of those minority and low-income students who are interested in pursuing a career in the health professions. The College of Medicine sponsors a one-day visitation to the campus where the students have the opportunity to tour the facilities and to discuss the process of application and admissions and professional/technical assistance as requested.

Student Financial Assistance. The Quillen-Dishner College of Medicine is authorized to provide state and federal financial assistance to minorities under the guidelines set forth by the various programs. The supplemental information fee (application fee) may be waived by action of the Admissions Committee upon the written request of the applicant, provided that an American Medical College Application Service (AMCAS) fee waiver has been granted.

**Meharry Medical College
School of Medicine**

Address inquiries to
Dr. James U. Lowe
Assistant Dean-Admissions
Meharry Medical College
School of Medicine
1005 18th Avenue, North
Nashville, Tennessee 37208
(615) 327-6529/6223

Recruitment. Recruitment is done primarily at the undergraduate college level. Visitations, seminars, and interviews are conducted on various college campuses and in communities as requested by the institutions or organizations. Visits are accepted from premed clubs of both undergraduate colleges and high schools. A summer Bio-Medical Sciences program is conducted annually on the Meharry Medical Center (MMC) campus.

Recruitment is conducted by a committee from the MMC, chaired by the Provost for Internal Affairs, and composed of students, faculty, and administrators. Visitations are usually done by teams from Meharry.

Admissions. The School of Medicine utilizes only one Admissions Committee for the selection of all students. Applicants are selected on a competitive basis based on scholarship, character, personality, and general fitness to study medicine. This is done by careful evaluation of the material each applicant submits—GPA, new MCAT scores, and professional committee recommendations. Of special interest are grades in English, general biology, general chemistry, organic chemistry and general physics.

Although there are no strict geographical limitations, preferential consideration is given to qualified applicants from states that contract to subsidize the education of their citizens at Meharry. Special empathy is held for minority groups and disadvantaged applicants of all origins.

Academic Aid Programs. Any student who experiences difficulty at Meharry can expect assistance from the faculty as necessary. At the end of the first month, students are evaluated and advised whether or not to accept a reduced load. Also at the end of each Block examination, each department checks to see if any student is having difficulty. If so, they are assigned to a faculty advisor for tutorial sessions.

Summer Programs. Meharry Medical College offers two summer programs that extend for eight weeks. The Research in Biomedical Sciences (RIBS) Program promotes the entry of minority undergraduate students into graduate programs leading to research and/or teaching careers in the biomedical sciences. It consists of a didactic phase and a research participation phase. The didactic phase includes intensive mini-courses in math and science, laboratory experiences and scientific communications. This phase is designed for a single summer session, typically following the first year of college. In the research participation phase, the participant spends 80 to 90 percent of his time under the supervision of a preceptor. This phase follows the sophomore and junior years of college.

The Biomedical Sciences Program (BSP) is designed to increase the number and participation of minority group students in the health professions. It includes courses in math and science, laboratory experiences, counseling sessions, tours and other educational experiences. Students usually participate in this program during the first three summers of premedical undergraduate training.

The RIBS program and the BSP include other activities such as seminars by medical and dental practitioners, exposure to hospital environment, demonstration of basic research procedures and recreational activities. The courses and/or the research participation only complement undergraduate college work. No college credit is conferred by Meharry Medical College for any of these activities. Each RIBS participant earns \$1,000. Travel, room, meals, and tuition are financed by the program. Likewise, the BSP has some funds available for these purposes. Participants are not permitted to hold outside jobs while in any of these programs.

For application forms or additional information write to: The RIBS Program or The Biomedical Sciences Program, Graduate School, Meharry Medical College, Nashville, Tennessee 37208.

TENNESSEE: Meharry Medical College School of Medicine

Student Financial Assistance. Application fee waiver requests are considered on an individual basis. No special funds are provided for interview trips, but in certain circumstances interviews are conducted off campus.

An office of financial aid is available to assist students in securing awards, loans, and fellowships.

**The University of Tennessee
Center for the Health Sciences
College of Medicine**

Address inquiries to
Dr. Robert S. Crumrine
Associate Dean for Student Affairs
University of Tennessee
Center for the Health Sciences
College of Medicine
800 Madison Avenue
Memphis, Tennessee 38163
(901) 528-5526

Recruitment. Representatives from each of the six colleges at the University of Tennessee Center for the Health Sciences along with other appropriate personnel from the offices of Affirmative Activities, Admissions, and Financial Aid make regular visits to institutions where prospective minority students inclined toward careers in the health sciences matriculate. The purposes of these visits are to orient, inform and counsel these students about careers in the health professions and about the opportunities and the advantages of enrolling at UTCHS.

Additionally, high school principals, counselors, and science teachers at predominantly minority high schools are contacted and solicited to participate as referral sources for students interested in medicine. The University has established health science clubs for high school students in an effort to afford young minorities information, orientation, and aspiration toward health professional careers.

Summer work experience in our laboratories and clinics are provided to aspiring students involved in our recruitment efforts. Organized tours, workshops, seminars, and conferences about the offerings of the University of Tennessee Center for the Health Sciences are provided for prospective students. The expected result from this recruitment approach is that the applicant pool from which students are selected will be enlarged.

Admissions. In addition to the regular Admissions Committee, a subcommittee composed of the Chairman of the Admissions Committee and minority members of the Admissions Committee reviews the

applications of all minority students prior to being presented to the entire selection committee.

Summer Programs. The University of Tennessee Center for the Health Sciences has established a comprehensive academic support program for undergraduate students, including study skills and tutorial sessions for medical students throughout the year. Also, the College of Medicine has an established summer enrichment program in Memphis and works in close cooperation with the University of Tennessee at Knoxville with an additional summer enrichment program on that campus. The purpose of these various programs is to enhance students' chances of being admitted to the College of Medicine and to contribute to their success in the medical curriculum. Students are exposed to clinical activities in our hospitals and clinics as well as academic experiences in basic sciences. There are no fees required of participants.

Student Financial Assistance. Financial aid for all students at UTCHS is based on need. These needs are met through scholarships, grants, loans, and work-study. The financial aid officers through a combination of these means have been successful in supplying enough assistance to complete degree programs.

Other Pertinent Information. Applications are encouraged from residents of Tennessee and its contiguous states (Alabama, Arkansas, Georgia, Kentucky, Mississippi, Missouri, North Carolina, and Virginia).

Minority Applicants, Admissions, Matriculants and Enrollments for the Academic Years 1979 and 1980

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
1979-80												
Applied	0	0/0	0	0	0/0	0	0	0/0	0	0	0/0	0
Accepted	0	0/0	0	0	0/0	0	0	0/0	0	0	0/0	0
Matriculated	0	0/0	0	0	0/0	0	0	0/0	0	0	0/0	0
Enrolled												
First-Year	0	0/0	0	0	0/0	0	0	0/0	0	0	0/0	0
All Years	0	0/0	0	0	0/0	0	0	0/0	0	0	0/0	0
1980-81												
Applied	0	0/0	0	0	0/0	0	0	0/0	0	0	0/0	0
Accepted	0	0/0	0	0	0/0	0	0	0/0	0	0	0/0	0
Matriculated	0	0/0	0	0	0/0	0	0	0/0	0	0	0/0	0
Enrolled												
First-Year	0	0/0	0	0	0/0	0	0	0/0	0	0	0/0	0
All Years	0	0/0	0	0	0/0	0	0	0/0	0	0	0/0	0

Minority Students Graduated for the Academic Years 1978 to 1981

Minority Group	1978-79	1979-80	1980-81	1981-82 (est.)
Black American	0	0	0	0
American Indian	0	0	0	0
Mexican American/Chicano	0	0	0	0
Mainland Puerto Rican	0	0	0	0

**Minority Applicants, Admissions, Matriculants and
Enrollments for the Academic Years 1979 and 1980**

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
1979-80												
Applied	35	26/9	40	3	3/0	33	1	1/0	0	2	2/0	0
Accepted	2	1/1	100	0	0/0	0	0	0/0	0	0	0/0	0
Matriculated	2	1/1	100	0	0/0	0	0	0/0	0	0	0/0	0
Enrolled												
First-Year	2	1/1	100	0	0/0	0	0	0/0	0	0	0/0	0
All Years	2	1/1	100	0	0/0	0	0	0/0	0	0	0/0	0
1980-81												
Applied	73	51/22	26	3	2/1	0	7	5/2	15	2	1/1	0
Accepted	2	1/1	100	0	0/0	0	0	0/0	0	0	0/0	0
Matriculated	2	1/1	100	0	0/0	0	0	0/0	0	0	0/0	0
Enrolled												
First-Year	3	1/2	100	0	0/0	0	0	0/0	0	0	0/0	0
All Years	4	2/2	100	0	0/0	0	0	0/0	0	0	0/0	0

— Indicates data not available

**Minority Students Graduated for the
Academic Years 1978 to 1981**

Minority Group	1978-79	1979-80	1980-81	1981-82 (est.)
Black American	—	—	—	0
American Indian	—	—	—	0
Mexican American/Chicano	—	—	—	0
Mainland Puerto Rican	—	—	—	0

**Minority Applicants, Admissions, Matriculants and
Enrollments for the Academic Years 1979 and 1980**

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
1979-80												
Applied	1020	684/336	—	6	4/2	—	25	17/8	—	30	25/5	—
Accepted	173	120/53	—	1	1/0	—	3	2/1	—	0	0/0	0
Matriculated	103	71/32	—	1	1/0	—	2	2/0	—	0	0/0	0
Enrolled												
First-Year	138	83/55	—	1	1/0	—	2	2/0	—	0	0/0	0
All Years	420	254/166	—	3	3/0	—	8	6/2	—	1	1/0	—
1980-81												
Applied	978	652/326	—	6	5/1	—	19	14/5	—	10	8/2	—
Accepted	186	121/65	—	1	1/0	—	4	3/1	—	1	1/0	—
Matriculated	106	73/33	—	1	1/0	—	1	1/0	—	1	1/0	—
Enrolled												
First-Year	143	92/51	—	2	2/0	—	1	1/0	—	1	1/0	—
All Years	440	289/151	—	6	5/1	—	5	5/0	—	1	1/0	—

— Indicates data not available

**Minority Students Graduated for the
Academic Years 1978 to 1981**

Minority Group	1978-79	1979-80	1980-81	1981-82 (est.)
Black American	96	93	88	98
American Indian	0	0	2	2
Mexican American/Chicano	2	2	2	1
Mainland Puerto Rican	1	1	2	0

Recruitment/Admissions. Special activities are designed to facilitate enrollment of minority and disadvantaged students. A Black American faculty member is included on the Admissions Committee. Close contact is made with all minority and disadvantaged students through minority students already enrolled in Vanderbilt University. Contact is made regularly with those schools where special courses are given for the educational enrichment of minority students. Where necessary, due to financial problems, candidates who seem specially well qualified among minority applicants are invited to come to Vanderbilt and their transportation is paid for so that they may be interviewed on the campus and may have an opportunity to see the medical school before they make a decision regarding matriculation. Candidates

eligible for an AMCAS fee waiver are ordinarily approved for waiver of the secondary application fee. Consideration is given to the disadvantages of cultural background in considering candidates among minority groups.

Student Financial Assistance. The ability of an applicant to finance his or her medical education is not considered as one of the criteria for the final selection. The Committee on Admissions has no information regarding the financial problems of any of the candidates. After the selection has been made and an invitation has been sent to the student, arrangements regarding financial aid are made between the Assistant Dean of Student Services and the candidate.

Minority Applicants, Admissions, Matriculants and Enrollments for the Academic Years 1979 and 1980

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
1979-80												
Applied	126	74/52	—	14	12/2	—	44	30/14	—	10	6/4	—
Accepted	10	7/3	20	0	0/0	0	0	0/0	0	0	0/0	0
Matriculated	3	2/1	3	0	0/0	0	0	0/0	0	0	0/0	0
Enrolled												
First-Year	5	2/3	5	0	0/0	0	0	0/0	0	0	0/0	0
All Years	14	8/6	14	0	0/0	0	0	0/0	0	0	0/0	0
1980-81												
Applied	134	64/70	—	10	4/6	—	32	22/10	—	11	8/3	—
Accepted	12	5/7	34	0	0/0	0	0	0/0	0	0	0/0	0
Matriculated	3	1/2	67	0	0/0	0	0	0/0	0	0	0/0	0
Enrolled												
First-Year	3	1/2	33	0	0/0	0	0	0/0	0	0	0/0	0
All Years	14	8/6	14	0	0/0	0	0	0/0	0	0	0/0	0

— Indicates data not available

Minority Students Graduated for the Academic Years 1978 to 1981

Minority Group	1978-79	1979-80	1980-81	1981-82 (est.)
Black American	5	2	1	5
American Indian	0	0	0	0
Mexican American/Chicano	0	0	0	0
Mainland Puerto Rican	0	0	0	0

Recruitment. Baylor has an active program of visiting colleges and secondary schools to seek out and to inform individuals from groups underrepresented in medicine about career opportunities. Faculty, medical students, and administrators participate in this recruitment effort. Individuals and school groups are also encouraged to visit the campus and participate in organized tours conducted by medical students.

Admissions. The Admissions Committee is composed of faculty and students, several of whom are members of groups underrepresented in medicine. Applicants are evaluated on a broad range of criteria including personal characteristics as well as academic history. Since 1971, a significant percentage of each year's entering classes have been minority group students underrepresented in medicine.

Academic Aid Programs. Each basic science department offers tutorial assistance and individual conferences for students encountering academic difficulty. Educational consultation to provide assistance with reading and study skills is also available.

Summer Programs. Each summer since 1969, Baylor has conducted a Summer Work and Study Program for undergraduate college students who have finished their freshman or sophomore years and who are members of groups underrepresented in medicine. This program acquaints participants with the medical school environment, improves their mastery of the basic premedical sciences, and emphasizes study and test-taking skills. Participants interact with role models and are introduced to the medical school admissions process, including interviewing. In addition to the part time medically-related work experience, opportunities are provided for observation of a variety of health care delivery activities.

Student Financial Assistance. The application fee will be waived for applicants from families that are economically disadvantaged. Interviews are conducted only on the campus in Houston and limited financial assistance is available to assist economically disadvantaged applicants with transportation expenses.

Financial assistance is available for medical students who can demonstrate financial need. Both scholarship and loan sources are available.

Recruitment. Letters describing our medical education program are sent to identified minority students who are high school seniors, who are applying to Texas A&M University, and who have indicated an interest in Medicine. During the year, members of the School Relations Office (Admissions) of the University visit the State's high schools. In the fall, a campus-wide career day is held, and the College of Medicine and medical students participate by providing information regarding requirements for Medicine. The College of Medicine holds "open house" in the fall for area colleges, including two predominately Black colleges. All students take an active part in recruiting activities. In addition, a scholarship program has been established by the University for gifted minority students. These premeds are encouraged to apply to the College of Medicine.

Admissions. Minority applicants are considered along with other applicants. Assessment of applicants is based on academic record, pattern of academic performance, extracurricular activities, motivation and

demographic and ethnic background. The Admissions Committee consists of faculty representation from the Basic and Clinical Sciences. Thirty-two students matriculate each year.

Academic Aid Programs. Students in academic difficulty may receive assistance from faculty members and students. Review sessions may be scheduled in particular disciplines. Specific remedial work may be assigned on an individual basis if necessary.

Summer Programs. The College of Medicine currently has a summer research/assistant program for local minority high school students. Continuation of this program is subject to availability of funds.

Student Financial Assistance. The College of Medicine does not have an application fee. Financial assistance is provided on the basis of need, and several academic merit scholarships are available. All financial assistance is subject to availability of funds.

Minority Applicants, Admissions, Matriculants and Enrollments for the Academic Years 1979 and 1980

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
1979-80												
Applied	15	5/10	—	0	0/0	0	0	0/0	0	0	0/0	0
Accepted	5	3/2	—	0	0/0	0	0	0/0	0	0	0/0	0
Matriculated	3	2/1	—	0	0/0	0	0	0/0	0	0	0/0	0
Enrolled												
First-Year	4	2/2	—	0	0/0	0	0	0/0	0	0	0/0	0
All Years	12	6/6	—	1	1/0	—	4	4/0	—	0	0/0	0
1980-81												
Applied	17	9/8	—	0	0/0	0	2	1/1	—	0	0/0	0
Accepted	5	4/1	—	0	0/0	0	0	0/0	0	0	0/0	0
Matriculated	3	3/0	—	0	0/0	0	0	0/0	0	0	0/0	0
Enrolled												
First-Year	3	3/0	—	0	0/0	0	0	0/0	0	0	0/0	0
All Years	11	6/5	—	1	1/0	—	0	0/0	0	0	0/0	0

— Indicates data not available

Minority Students Graduated for the Academic Years 1978 to 1981

Minority Group	1978-79	1979-80	1980-81	1981-82 (est.)
Black American	2	1	1	—
American Indian	0	0	0	1
Mexican American/Chicano	0	0	0	0
Mainland Puerto Rican	0	0	0	0

**Minority Applicants, Admissions, Matriculants and
Enrollments for the Academic Years 1979 and 1980**

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
1979-80												
Applied	151	85/66	29	11	6/5	37	108	77/31	72	10	6/4	10
Accepted	12	11/1	42	1	0/1	100	23	19/4	78	0	0/0	0
Matriculated	3	3/0	67	1	0/1	100	8	7/1	100	0	0/0	0
Enrolled												
First-Year	3	3/0	67	1	0/1	100	9	7/2	100	0	0/0	0
All Years	27	18/9	48	3	2/1	100	39	32/7	92	1	1/0	100
1980-81												
Applied	118	53/65	45	10	8/2	60	100	68/32	87	6	5/1	50
Accepted	11	3/8	55	1	1/0	100	22	14/8	100	0	0/0	0
Matriculated	4	1/3	100	1	1/0	100	18	11/7	100	0	0/0	0
Enrolled												
First-Year	4	1/3	100	1	1/0	100	20	12/8	95	0	0/0	0
All Years	24	15/9	67	2	2/0	100	48	36/12	94	0	0/0	0

**Minority Students Graduated for the
Academic Years 1978 to 1981**

Minority Group	1978-79	1979-80	1980-81	1981-82 (est.)
Black American	8	4	12	6
American Indian	1	1	1	0
Mexican American/Chicano	17	16	8	8
Mainland Puerto Rican	0	1	0	0

**Minority Applicants, Admissions, Matriculants and
Enrollments for the Academic Years 1979 and 1980**

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
1979-80												
Applied	19	16/3	69	2	2/0	100	23	20/3	52	3	3/0	66
Accepted	1	1/0	100	1	1/0	100	0	0/0	0	0	0/0	0
Matriculated	1	1/0	100	1	1/0	100	0	0/0	0	0	0/0	0
Enrolled												
First-Year	1	1/0	100	1	1/0	100	0	0/0	0	0	0/0	0
All Years	1	1/0	100	2	2/0	100	2	2/0	0	0	0/0	0
1980-81												
Applied	20	14/6	85	4	4/0	100	40	24/16	97	3	2/1	100
Accepted	0	0/0	0	0	0/0	0	2	2/0	0	0	0/0	0
Matriculated	0	0/0	0	0	0/0	0	0	0/0	0	0	0/0	0
Enrolled												
First-Year	0	0/0	0	0	0/0	0	0	0/0	0	0	0/0	0
All Years	1	1/0	100	2	2/0	0	2	2/0	0	0	0/0	0

**Minority Students Graduated for the
Academic Years 1978 to 1981**

Minority Group	1978-79	1979-80	1980-81	1981-82 (est.)
Black American	0	0	0	0
American Indian	0	0	0	1
Mexican American/Chicano	0	0	1	1
Mainland Puerto Rican	0	0	0	0

**Texas Tech University
Health Sciences Center
School of Medicine**

Address inquiries to
Dr. M. H. Teague
Registrar
Texas Tech University
Health Sciences Center
School of Medicine
Lubbock, Texas 79430
(806) 743-2300

Recruitment. Texas Tech University Health Sciences Center School of Medicine is responsive to both the health care needs of the area it serves and to the need for involvement of minority and disadvantaged groups in health professions. The School of Medicine has a sincere desire to identify at the earliest stage of undergraduate training, the highly motivated and academically qualified students. In pursuit of this effort, the SNMA chapter has assisted in identifying undergraduate schools with a significant number of minority students enrolled.

Minority students enrolled in our school act as recruiters and promoters by talking with potential applicants when they visit our school and at Pre-med meetings. Minority applicants are always encouraged to visit our medical school and talk with faculty and students. Representatives of the Admissions Council have annually attended the Texas Association of Health Professions Advisors Meeting. There is also regular participation in workshops for minority recruitment.

Admissions. The Admissions Council of Texas Tech University Health Sciences Center School of Medicine is composed of basic science faculty, clinical faculty and students. Minorities are represented in each of these categories. All potentially acceptable minority applicants are invited for interviews and receive full council consideration. Although all applicants are subjected to standard admission procedures and policies, each applicant is reviewed with careful attention to background.

Academic Aid Programs. Ideally, the Admissions Council accepts students capable of proceeding through the curriculum without problems. All students have the opportunity for individual instruction, remediation, and extra help from the faculty. Flexible programs are designed for all students encountering academic difficulties as appropriate.

Our school has a tutorial program which is designed to help students with their needs. The program helps to identify student diffi-

culties at an early period so that academic help will be profitable. The tutorial team program provides each student with a faculty mentor who acts as the ombudsman or counselor in informal settings.

Summer Programs. Texas Tech University Health Sciences Center provides a summer enrichment program prior to matriculation. This program is available to all students however, some are encouraged to attend. The Pre-Entry Enrichment Program consists of a two-week session in which students are exposed to material which is regularly presented during the freshman year in biochemistry and anatomy as well as workshops on reading and study skills, assertiveness training, identifying and managing stress, and time management.

Student Financial Assistance. Texas Tech University Health Sciences Center School of Medicine personnel believe that no student should be denied a medical education due to lack of funds. A disadvantaged scholarship fund has been implemented for assistance during the freshman year. No student or prospective student shall be excluded from participation in or be denied the benefits of any financial aid program on the basis of race, color, national origin, religion, or sex.

The admissions application fee may be waived if requested by the minority applicant. All students receive financial assistance in accordance with demonstrated need. Financial capability does not enter into the student selection process, neither is the lack of personal funds permitted to interfere with the completion of medical school education. The needs analysis is determined through use of the Graduate and Professional School Financial Aid Service.

Other Pertinent Information. Texas Tech University Health Sciences Center School of Medicine's primary commitment is to students who are residents of Texas. Therefore, preference is given to minority applicants who qualify as Texas residents.

**The University of Texas
Southwestern Medical School at Dallas**

Address inquiries to
Dr. Bryon Williams
Associate Dean for Student Affairs
The University of Texas
Health Science Center at Dallas
Southwestern Medical School
5323 Harry Hines Boulevard
Dallas, Texas 75235
(214) 688-2168

Recruitment. Each year, members of the faculty (primarily members of the Admissions Committee) make numerous visits to the undergraduate campuses throughout the state of Texas. During these visits, meetings with premedical students are held to discuss questions and problems of both general and specific natures. It is not unusual for these visits to include a meeting with groups of minority premedical students. Several of these visits are to predominantly Black colleges in the state of Texas. Additionally, every effort is made to arrange opportunities for minorities to visit the Southwestern Medical School campus to see the facilities and to talk with faculty and students.

Admissions. All admissions decisions are made by a single admissions committee. This committee participates in all screening of minority applications and decides which candidates should be invited for interviews and which ones will be offered places. The admissions policies dictate that a decision be reached for each applicant separately, taking into account the breadth of considerations for each application.

The Admissions Committee carefully considers the complete background of each applicant including those disadvantages often faced by many minorities.

Academic Aid Programs. Academic or tutorial assistance at Southwestern is an individually tailored program. Students are advised that there are many avenues open to them should they encounter problems of any sort. They are encouraged to use them and from all indications they respond. Students in academic difficulty are most often identified early and tutorial or special programs are arranged to meet the individual needs of the students. Recently, modifications in the curriculum have been incorporated to assist and accommodate students having serious difficulty. There is ample flexibility in the curriculum to meet students' needs on an individual basis.

Student Financial Assistance. Waiver of the application fee to University of Texas Medical Schools can be solicited from the Medical and Dental Application Center and is granted in extreme cases. Southwestern is unable to provide financial assistance for interview trips to any students. Should the student not be able to make the trip to Dallas for an interview, the Admissions Committee will accept an interview from another medical school.

**The University of Texas
Medical School at Galveston**

Address inquiries to
Dr. Daniel Trevino
Director, Office of Special Programs
Suite 165, Gail Borden Building
University of Texas
Medical School at Galveston
Galveston, Texas 77550
(713) 765-3256

Recruitment. The University of Texas Medical Branch at Galveston is especially aware of the need to train and graduate increased numbers of minority physicians.

The Office of Special Programs, an integral part of the Office of the Dean of Medicine, conducts regular visits to undergraduate colleges in Texas to discuss medical education opportunities for minorities with students and their premedical advisors. The Office is also responsible for the Medical School Familiarization Program.

The President of UTMB has appointed an alumni committee of minority graduates of UTMB. This committee is actively engaged in the identification and recruitment of minority students, and advises the Office of Special Programs on their recruitment programs.

Admissions. All applicants are considered by the 12 member Committee on Admissions. Special attention is paid to both the cognitive and non-cognitive attributes of each applicant. Each applicant selected to be interviewed receives two separate interviews while on campus. The Admissions Committee makes a special effort to ensure that each minority applicant is interviewed by at least one minority interviewer. It is hoped that this procedure will enhance the information base available to the Admissions Committee members in making their selection.

Academic Aid Programs. Academic aid programs at UTMB are available to all enrolled students. Our Basic Science Alternate Program gives freshman medical students who experience academic difficulty an option of reducing their course load so as to spread the first year of medical school over a two-year period. This flexible curriculum enhances the adjustment of many students to the rigorous demands of the medical

curriculum with minimal problems. The slower pace usually results in a more solid comprehension of the basic science curriculum with the results being a better performance in most advanced courses.

The Academic Reinforcement Program is specifically designed to help medical students in their task of retaining and incorporating vast amounts of information in a relatively short period of time. Included in the program is instruction in memorization and learning, test-taking, and overall organization of information.

Faculty tutorials are available to students in the basic sciences. Additionally, the Peer Tutorial Program in the Basic Sciences allows first- and second-year medical students to be tutored by graduate students in the various basic science department. This service is free to medical students and allows them to receive either individual or group tutorials focused on their particular needs.

Summer Programs. The Medical School Familiarization Program is designed to acquaint rising juniors and seniors in college to the rigors and demands of a medical education. It accepts 30 minority and/or disadvantaged premedical students yearly and exposes them to the medical school environment. During the four weeks, students receive didactic instruction in the basic sciences and go on clinical rounds with senior medical students at UTMB. In addition, students receive study skill instruction, are exposed to specialty clinics, and attend seminars on health care delivery provided by various invited medical practitioners.

Student Financial Assistance. Financial assistance is available to all students who demonstrate need. No student has been unable to attend this institution because of limited funds.

**The University of Texas
Medical School at Houston**

Address inquiries to
Jacqueline Smith Ross
Coordinator, Student Support Program
The University of Texas
Medical School at Houston
Office of Admissions/Student Affairs
P.O. Box 20708
Houston, Texas 77025
(713) 792-4732

Recruitment. The recruitment activities of the University of Texas Medical School at Houston is the responsibility of the Associate Dean for Student and Curriculum Affairs, and the Academic Counselor(s). Their responsibilities in this area include early identification and continuous career development for potential applicants to the school. Their efforts are employed through "field" visits to colleges, universities and junior colleges, orientation visits to the medical school, and an annual symposium for premedical advisors, students, and other interested individuals.

Admissions. Minority or disadvantaged applicants participate in the same admissions process as any other applicant applying to this school. Each applicant's file is prescreened and those applicants whose applications indicate a potential for success in medicine are invited for an interview.

The Admissions Committee, which is composed of basic science and clinical faculty, makes the final decision on each interviewed applicant. The Committee takes into consideration the following criteria in reviewing minority applicants: non-cognitive variables, such as positive self-concept, determination, and independence; MCAT score of the applicant as it compares to the percentile score of the applicants' specific ethnic group; and commitment of the applicant to his/her specific ethnic group.

Academic Aid Programs. The Academic Enrichment and Reinforcement Program seeks to maximize retention of enrolled students by providing comprehensive educational and personal reinforcement services. This program provides the following services to any student enrolled at the school: academic and personal counseling, basic study skills, tutorial sessions, and management of time seminar.

Summer Programs. The Summer Enrichment Program at the University of Texas Medical School at Houston is a ten-week intensive educational experience for minority and economically disadvantaged students who are interested in pursuing a medical career. The curriculum includes an undergraduate course in biochemistry offered for five quarter credits, courses in study skills and medical terminology, a course in MCAT preparation, health related seminars, mock interviews, and hospital based rotations.

The requirements for college students to participate in this summer program are: one year of college biology, physics, math, chemistry, and one semester of organic chemistry.

Interested students should contact: Ms. Jacqueline Smith Ross, Director, UTMSH Summer Enrichment Program.

Student Financial Assistance. We have very little financial aid for minority or disadvantaged students other than the federal aid available to medical schools nationally.

**Minority Applicants, Admissions, Matriculants and
Enrollments for the Academic Years 1979 and 1980**

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
1979-80												
Applied	67	41/26	100	7	5/2	100	73	60/13	100	7	3/4	100
Accepted	2	1/1	100	0	0/0	0	4	3/1	100	0	0/0	0
Matriculated	2	1/1	100	0	0/0	0	4	3/1	100	0	0/0	0
Enrolled												
First-Year	2	1/1	100	0	0/0	0	4	3/1	100	0	0/0	0
All Years	5	4/1	—	1	1/0	—	11	8/3	—	2	2/0	—
1980-81												
Applied	63	39/24	100	6	6/0	100	73	52/21	100	5	2/3	100
Accepted	2	0/2	100	1	1/0	100	16	13/3	100	0	0/0	0
Matriculated	1	0/1	100	0	0/0	0	9	6/3	100	0	0/0	0
Enrolled												
First-Year	1	0/1	100	0	0/0	0	9	6/3	—	0	0/0	0
All Years	5	4/1	—	1	1/0	—	16	10/6	—	0	0/0	0

— Indicates data not available

**Minority Students Graduated for the
Academic Years 1978 to 1981**

Minority Group	1978-79	1979-80	1980-81	1981-82 (est.)
Black American	3	0	2	1
American Indian	1	0	0	1
Mexican American/Chicano	4	4	4	2
Mainland Puerto Rican	0	2	0	0

Minority Applicants, Admissions, Matriculants and Enrollments for the Academic Years 1979 and 1980

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
1979-80												
Applied	83	53/30	100	4	4/0	—	171	126/45	—	6	4/2	—
Accepted	10	8/2	100	0	0/0	0	41	32/9	100	0	0/0	0
Matriculated	5	5/0	100	0	0/0	0	27	19/8	100	0	0/0	0
Enrolled												
First-Year	5	5/0	100	0	0/0	0	27	19/8	100	0	0/0	0
All Years	24	18/6	100	1	1/0	—	72	57/15	100	0	0/0	0
1980-81												
Applied	87	45/42	—	3	3/0	—	182	123/59	—	7	3/4	—
Accepted	17	7/10	100	0	0/0	0	52	36/16	100	0	0/0	0
Matriculated	8	6/2	100	0	0/0	0	18	13/5	100	0	0/0	0
Enrolled												
First-Year	8	6/2	100	0	0/0	0	19	14/5	100	0	0/0	0
All Years	25	20/5	100	0	0/0	0	70	52/18	100	0	0/0	0

— Indicates data not available

Minority Students Graduated for the Academic Years 1978 to 1981

Minority Group	1978-79	1979-80	1980-81	1981-82 (est.)
Black American	4	4	1	10
American Indian	0	1	0	0
Mexican American/Chicano	12	13	15	13
Mainland Puerto Rican	0	0	0	0

**Minority Applicants, Admissions, Matriculants and
Enrollments for the Academic Years 1979 and 1980**

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
1979-80												
Applied	—	—	—	—	—	—	—	—	—	—	—	—
Accepted	—	—	—	—	—	—	—	—	—	—	—	—
Matriculated	—	—	—	—	—	—	—	—	—	—	—	—
Enrolled												
First-Year	9	3/6	—	0	0/0	0	18	15/3	—	2	0/2	—
All Years	22	12/10	—	0	0/0	0	45	36/9	—	3	1/2	—
1980-81												
Applied	93	53/40	96	9	5/4	89	165	121/44	93	10	8/2	60
Accepted	—	—	—	—	—	—	—	—	—	—	—	—
Matriculated	5	3/2	100	—	—	—	16	10/6	100	—	—	—
Enrolled												
First-Year	6	3/3	100	1	1/0	—	20	12/8	100	2	2/0	—
All Years	22	12/10	—	1	1/0	—	52	41/11	—	4	3/1	—

— Indicates data not available

**Minority Students Graduated for the
Academic Years 1978 to 1981**

Minority Group	1978-79	1979-80	1980-81	1981-82 (est.)
Black American	2	2	4	4
American Indian	0	0	0	0
Mexican American/Chicano	1	6	15	12
Mainland Puerto Rican	0	0	0	0

**University of Texas
Medical School at San Antonio**

Address inquiries to
Marge Mancillas
Coordinator of Special Programs
Office of Student Services
Dr. Leonard E. Lawrence
Assistant Dean for Student Affairs
The University of Texas
Health Science Center at San Antonio
7703 Floyd Curl Drive
San Antonio, Texas 78284
(512) 691-6951

Recruitment. An active recruitment program is currently underway. This effort involves visits by faculty, administrative staff and students to those undergraduate campuses within the state of Texas where significant members of disadvantaged students have been identified. Visits to the medical school campus are encouraged in order that the disadvantaged student may become familiar with available opportunities. These visits are coordinated by the Office of Special Programs. Inquiries from Texas residents attending undergraduate school outside the state are encouraged.

Admissions. A "disadvantaged" applicant is defined as a Texas resident who cannot compete on an equitable basis using standard objective criteria for acceptance to medical school and/or has not had equal educational opportunity. This definition includes but is not limited to those ethnic minorities which are designated on the official application form of the University of Texas system. A combination of the following criteria is used to designate disadvantaged status: both parent's occupation (skilled, semi-skilled or unskilled, including farm labor); English spoken as a second language; orphan or single parent family; student employed while attending college (30 hours or more per week); resident of a rural county with 50,000 population or less; graduated from a rural or consolidated high school with graduating class of 100 or less; applicants who have attended segregated and/or urban ghetto schools.

Once the Admissions Committee establishes the minimum criteria for the admission cycle, the Office of Special Programs evaluates all applicants to determine their disadvantaged status. Those who are designated disadvantaged and who meet the minimum GPA/MCAT combination are invited for an interview. In the selection process, emphasis is given to non-cognitive factors such as employment while in school,

military honors and volunteer work, motivation, maturity and emotional stability. The Committee has adequate representation from underrepresented minority groups.

Academic Aid Programs. The Counseling Service Office coordinates an extensive peer advising system for all students. The Office also provides study skills seminars.

Summer Programs. The primary objective of the summer program is to increase admission of disadvantaged minority students into medical and dental school by improving their MCAT and DAT scores. A second objective is to reinforce each student's motivation and to acquaint him/her with the environment of a health professional school.

The program consists of two parts. The structured educational portion is designed to improve the students' performance on the MCAT and DAT. This includes classroom lectures, sample test-taking and self-paced study using audiovisual material. The second part is a reinforcement of the student's motivation to pursue a medical or dental career. This includes interaction with minority student and faculty role models, attendance at medical and dental lectures and conferences, and information regarding admission, curriculum and financial aid in medical and dental school. Disadvantaged minority premedical and predental students from Texas colleges have been selected to participate in this program.

Students eligible for the program are sophomore, junior or senior predental and junior or senior premedical students. Students who have obtained a degree and are currently enrolled in an institution of higher education are also eligible. Participants must qualify as disadvantaged students based on a combination of factors including racial, ethnic, socio-economic, educational or geographic background. Students must have taken the MCAT or DAT or provide

University of Texas Medical School at San Antonio: TEXAS

evidence of having applied to take it in order to be considered for the program. Applicants should have an average GPA of about 3.0 based on a 4.0 as an "A".

Student Financial Assistance. There is a scholarship funded by the community for

disadvantaged minority students. Awards are made on merit. No financial assistance is available for interviews. Application fee waivers are not granted.

**University of Utah
School of Medicine**

Address inquiries to
Dr. Charles J. Nabors, Jr.
Assistant Dean for Minority Affairs
University of Utah
School of Medicine
Salt Lake City, Utah 84132
(801) 581-6369

Recruitment. The University of Utah School of Medicine actively recruits through present and former students in the Intermountain West and also across the United States. Selected students who express an interest in the University of Utah are invited to the campus for orientation visits with minority medical students, the Assistant Dean, and members of the Admissions Committee.

Admissions. The University of Utah has no quotas of any kind for minority applicants. We recognize that physician shortages exist in the United States and are committed to redress these inequities. As part of this effort, the Simulated Minority Admissions Exercise, constructed by the Association of American Medical Colleges, is conducted for our Admissions Committee each year in order to provide them with a realistic method of assessing minority applicants. As a result, Admissions Committee members are better able to utilize noncognitive characteristics in their selection of successful minority applicants. The Admissions Committee is made up chiefly of members of the School of Medicine faculty with participation by students and community physicians.

Academic Aid Programs. Academic aid programs planned for the coming year include a learning skills workshop for all entering students and National Board preparatory tutoring for minority students prior

to both parts I and II of the National Boards. Tutorial programs are available to all students in both basic and clinical sciences. The School of Medicine is committed to graduate every student admitted. Since 1974, 40 of 42 eligible ethnic minority physicians have graduated.

Summer Programs. The University of Utah has an Ethnic Minority Health Sciences Center, which assists with recruiting and retaining students at the undergraduate and graduate levels. The Center operates a summer program in health sciences for graduating high school students. Students are brought to the campus and given a program which includes academic coursework, work experiences and counseling. The summer program is nine weeks long. The staff of the Ethnic Minority Health Sciences Center also assists in recruiting minority students for the School of Medicine.

Student Financial Assistance. As part of our commitment to redress physician shortages among minority groups, the School of Medicine makes every effort to meet the financial needs of economically underprivileged students. This is done by a combination of scholarships and loans to meet the student's need as determined by the University Financial Aid Office. In addition, assistance is available to students interested in applying for National Health Service Corps or military programs.

**University of Vermont
College of Medicine**

Address inquiries to
Dr. Carol F. Phillips
Associate Dean for Admissions
University of Vermont
College of Medicine
Burlington, Vermont 05405
(802) 656-2154

Recruitment. This year we have established a program identifying minority students who are high school seniors and potentially interested in medicine. These students have expressed interest in attending the University of Vermont as undergraduate students. A four-week summer program prior to college entrance has been arranged. During this time the students are tested for strengths and weaknesses in reading, writing, mathematics and science. They are tutored and given counseling about appropriate courses. They also spend some time in research laboratories in the medical school. We will continue to work with these students during their time as undergraduates to foster their interest in medicine and to help them achieve the academic credentials necessary for medical school. This program is jointly run by the Dean of Students Office of the undergraduate university and the Dean of Admissions Office in the College of Medicine.

Admissions. All applications for admission are screened for minority status. If a minority candidate has a grade average of 3 or better and MCAT scores of around 8, he/she will be requested to send a secondary application and will be considered for an

interview. Funds are available to help pay for travel expenses, if necessary. The Admissions Committee consists of 10 members who are chosen from the full or part time faculty. They are primarily physicians. The Committee looks for indications of motivation for medicine, ability to work with people and the academic ability to master the studies required of our students.

Academic Aid Programs. Since our medical school is small, we have extensive interaction between faculty and students. The faculty is very willing to help students who need extra attention and other students in the class are also helpful.

Summer Programs. The summer program for undergraduate students has been described under "recruitment."

Student Financial Assistance. Application fee will be waived if the applicant receives a waiver of fee from AMCAS. Financial help to defray the expenses of travel for the interview is available. Using a combination of federal loans and University funds, the University makes every attempt to meet the financial needs of minority or disadvantaged students.

Minority Applicants, Admissions, Matriculants and Enrollments for the Academic Years 1979 and 1980

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
1979-80												
Applied	94	—	—	4	—	—	135	—	—	6	—	—
Accepted	12	—	—	0	0/0	0	22	—	—	1	—	—
Matriculated	3	—	—	0	0/0	0	6	—	—	0	0/0	0
Enrolled												
First-Year	4	3/1	—	0	0/0	0	9	6/3	—	0	0/0	0
All Years	6	4/2	—	0	0/0	0	17	13/4	—	1	1/0	—
1980-81												
Applied	93	—	—	4	—	—	148	—	—	7	—	—
Accepted	9	—	—	1	—	—	12	—	—	0	0/0	0
Matriculated	5	—	—	1	—	—	7	—	—	0	0/0	0
Enrolled												
First-Year	6	4/2	—	1	1/0	—	8	6/2	—	0	0/0	0
All Years	10	7/3	—	1	1/0	—	26	21/5	—	1	1/0	—

— Indicates data not available

Minority Students Graduated for the Academic Years 1978 to 1981

Minority Group	1978-79	1979-80	1980-81	1981-82 (est.)
Black American	1	0	1	0
American Indian	0	0	—	0
Mexican American/Chicano	4	0	1	4
Mainland Puerto Rican	0	0	1	0

Minority Applicants, Admissions, Matriculants and Enrollments for the Academic Years 1979 and 1980

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
1979-80												
Applied	83	44/39	—	4	4/0	—	148	101/47	—	7	3/4	—
Accepted	9	—	100	—	—	—	31	—	100	0	0/0	0
Matriculated	3	2/1	100	0	0/0	0	11	6/5	100	0	0/0	0
Enrolled												
First-Year	4	2/2	100	0	0/0	0	13	7/6	100	0	0/0	0
All Years	18	10/8	100	1	1/0	—	70	51/19	100	0	0/0	0
1980-81												
Applied	83	44/39	—	4	4/0	—	154	105/49	—	7	3/4	—
Accepted	9	—	100	0	0/0	0	25	—	100	1	0/1	100
Matriculated	3	2/1	100	0	0/0	0	12	8/4	100	0	0/0	0
Enrolled												
First-Year	3	2/1	100	0	0/0	0	13	9/4	—	0	0/0	0
All Years	12	5/7	100	3	2/1	100	59	44/15	100	0	0/0	0

— Indicates data not available

*Includes other Hispanics

Minority Students Graduated for the Academic Years 1978 to 1981

Minority Group	1978-79	1979-80	1980-81	1981-82 (est.)
Black American	4	2	5	3
American Indian	0	0	0	0
Mexican American/Chicano*	19	13	15	28
Mainland Puerto Rican	0	0	0	0

**Minority Applicants, Admissions, Matriculants and
Enrollments for the Academic Years 1979 and 1980**

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
1979-80												
Applied	—	—	—	—	—	—	—	—	—	—	—	—
Accepted	—	—	—	—	—	—	—	—	—	—	—	—
Matriculated	—	—	—	—	—	—	—	—	—	—	—	—
Enrolled												
First-Year	0	0/0	0	0	0/0	0	3	1/2	—	0	0/0	0
All Years	2	0/2	—	1	1/0	—	16	11/5	—	0	0/0	0
1980-81												
Applied	—	—	—	—	—	—	—	—	—	—	—	—
Accepted	—	—	—	—	—	—	—	—	—	—	—	—
Matriculated	—	—	—	—	—	—	—	—	—	—	—	—
Enrolled												
First-Year	1	1/0	—	1	0/1	—	2	2/0	—	0	0/0	0
All Years	3	1/2	—	2	1/1	—	13	10/3	—	0	0/0	0

— Indicates data not available

**Minority Students Graduated for the
Academic Years 1978 to 1981**

Minority Group	1978-79	1979-80	1980-81	1981-82 (est.)
Black American	3	0	2	1
American Indian	2	0	0	1
Mexican American/Chicano	2	4	5	5
Mainland Puerto Rican	0	0	0	0

Minority Applicants, Admissions, Matriculants and Enrollments for the Academic Years 1979 and 1980

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
1979-80												
Applied	39	24/15	0	6	4/2	0	5	4/1	0	12	6/6	0
Accepted	0	0/0	0	0	0/0	0	0	0/0	0	0	0/0	0
Matriculated	0	0/0	0	0	0/0	0	0	0/0	0	0	0/0	0
Enrolled												
First-Year	0	0/0	0	0	0/0	0	0	0/0	0	0	0/0	0
All Years	0	0/0	0	0	0/0	0	0	0/0	0	0	0/0	0
1980-81												
Applied	43	23/20	0	2	2/0	0	3	3/0	0	5	3/2	0
Accepted	0	0/0	0	0	0/0	0	0	0/0	0	0	0/0	0
Matriculated	0	0/0	0	0	0/0	0	0	0/0	0	0	0/0	0
Enrolled												
First-Year	0	0/0	0	0	0/0	0	0	0/0	0	0	0/0	0
All Years	0	0/0	0	0	0/0	0	0	0/0	0	0	0/0	0

Minority Students Graduated for the Academic Years 1978 to 1981

Minority Group	1978-79	1979-80	1980-81	1981-82 (est.)
Black American	0	0	0	0
American Indian	0	0	0	0
Mexican American/Chicano	0	0	0	0
Mainland Puerto Rican	0	0	0	0

Eastern Virginia Medical School

Address inquiries to
Millicent Brown
Assistant Dean for Student
and Community Relations
Eastern Virginia Medical School
P.O. Box 1980
700 Olney Road
Norfolk, Virginia 23501
(804) 446-5869

Recruitment. Eastern Virginia Medical School accepted its first class in October, 1973. It has had a three year program since that time, but the entering class of 1983 will mark the transition to a four year program. (Half of the class will be on a three-year track and half on four-year.) 1984 will be entirely a four-year class.

High school visitations are made upon request, especially to schools sponsoring career day activities, by both faculty and administrators. Counselors, students and science teachers make periodic visits to the EVMS campus for tours and orientation.

Predominantly black college campuses are visited by administrators and faculty. A pre-health coalition of advisors at these schools is being developed to afford exchanges of information and professional services between EVMS and the undergraduate institutions.

All college campuses in the state of Virginia are visited with advance invitations sent to minority students in health curricula to meet with representatives.

Admissions criteria are discussed and follow-up letters and visits are used to continue lines of communication. SNMA members locally host premedical students (providing tours/insights).

The Assistant Deans for Student and Community Relations, Student Affairs and Admissions coordinate these efforts.

Admissions. Eastern Virginia Medical School does not have a separate disadvantaged student admissions committee. The disadvantaged students are evaluated by the same criteria that are used to evaluate other applicants. All applicants are evaluated with respect to their socio-economic background.

EVMS's admissions emphasis is divided between academic performance (GPA and MCAT), students' experiences in clinical/medical/health-related areas, and commitment to humanistic approaches to medicine. The Admissions Committee is composed of basic science faculty members, clinical science faculty members, students, community educators and administrators.

Academic Aid Programs. Matriculants are counseled to seek academic reinforcement from the teaching faculty and the student advisors. Special tutorial sessions are arranged through departmental chairmen. Each entering student is assigned a faculty advisor who acts as a resource in helping students with problems of either an academic or a personal nature. The advisor system is coordinated through the Office of Student Affairs. Any special problems are addressed by the Assistant Dean for Student and Community Relations and/or the Assistant Dean for Student Affairs. In addition, students receive counseling and direction through the Human Values in Medicine Program. Flexible curriculum schedules may be devised at the request of the student or if deemed necessary by the Student Progress Committee.

Summer Program. The eight-week long Work and Study Summer Program for minority students is designed to identify students (particularly native Virginians) who have demonstrated both interest and aptitude in medicine. Rising juniors and seniors in college are the main targeted audience, but college grads are often considered.

The Program accepts ten students, providing a weekly stipend for living expenses. Students take some courses with the regular medical school freshman class, do supervised research with a faculty member, and have clinical experiences with minority (mainly Black) physicians in the area. Contact person: Ms. Millicent E. Brown, Assistant Dean for Student and Community Relations.

Student Financial Assistance. If AMCAS grants an application fee waiver, EVMS does also. EVMS participates in HPSL, NSL and EFN all awarded to students on the basis of demonstrated need. There are no loan or scholarship funds restricted to any ethnic minority group. All State and EVMS funds are awarded in the same manner. All minorities are encouraged to apply to NMF.

**Virginia Commonwealth University
Medical College of Virginia
School of Medicine**

Address inquiries to
Dr. Miles E. Hench
Associate Dean, Admissions
Virginia Commonwealth University
Medical College of Virginia
School of Medicine
Box 565, MCV Station
Richmond, Virginia 23298
(804) 786-9785

Recruitment. Visits are made to traditionally Black colleges and universities of this area to provide information about the curriculum of the Medical College of Virginia and its unique and desirable features. Visits are limited to schools having a large enrollment of Virginia residents since the College gives them a distinct preference. Visits are conducted by medical student volunteers, members of the Admissions Committee, and the Admissions Chairman. On-campus tours and discussions are arranged for premedical clubs upon request.

Admissions. Consistent with the institutional goal of educating physicians to meet the broad needs of society for health care, the Medical College of Virginia is interested in increasing minority representation in medicine. Selections are made by a single committee which evaluates all applicants for the study of medicine. The committee composition includes a variety of individuals in order to insure the careful weighing of all factors in selecting future physicians.

Special consideration is given to weighing the impact of socioeconomic factors on the academic and personal development of minority applicants.

Academic Aid Programs. The subject matter design of our integrated and corre-

lated curriculum insures relevancy of the core information presented. Elective time and academic options give an opportunity for the full development of a student's potential.

The willing participation of interested faculty and advanced students in tutorial programs is a further mechanism for the assistance of all students who experience academic difficulties.

Summer Programs. A summer reinforcement program is offered for incoming students who may profit by this experience. This program includes a cognitive base but also places special emphasis on reinforcing academic skill factors.

Student Financial Assistance. Detailed evaluation of the financial aid package for students with need is conducted after the student has been accepted to the School of Medicine. In these times of inflation and economic stress, financial aid is particularly significant and becomes more difficult to obtain each year.

Our institution will waive application fee requirements for all students for whom that fee will be a financial hardship. Every effort is made to assist the needy students utilizing the modest, but thus far adequate, local and national resources of the institution.

Recruitment. All predominantly Black schools in the state of Virginia are invited each year to participate in the "Day at the Medical Center" sponsored by the Medical Alumni Association. Some schools are visited by members of the Admissions Committee for the purpose of recruiting students. Our representatives also visit summer programs to recruit minority students. Additionally, the Minority Affairs Committee of the student government, known as the Mulholland Society, is involved in the recruitment efforts.

Admissions. Minority students invited for interviews are met in the Admissions Office by medical students of the same minority group who are able to answer questions informally as well as give advice to prospective students.

Academic Aid Programs. Each entering student is assigned a faculty member and a second-year student as advisors. During the clinical years, each student selects a faculty

member whom he or she consults about such matters as fourth-year electives program and career choice.

A faculty member coordinates the individual tutoring program for all students with academic difficulty. Tutoring is provided by faculty members who are teaching the courses, by graduate students, and by medical students in the upper classes. During the clinical experience, individual assistance is available. In addition, workshops are conducted on study skills, time management, and stress management. When necessary, the curriculum can be adjusted to allow additional time for completion by the student with special requirements.

Student Financial Assistance. Financial aid is distributed primarily on the basis of need. The application fee is waived for financially disadvantaged minority students and loans and/or scholarships are provided during the entire time the student is enrolled in medical school. Students wishing to attend should not be concerned about financial aid.

Recruitment. The Minority Affairs Program of the University of Washington School of Medicine works with established community organizations in the Pacific Northwest to recruit, encourage and train minority students interested in health science careers. Resources of the School of Medicine are made available to organizations such as Northwest Chicano Health, the Seattle Indian Health Board and the Alaska Native Foundation. The Minority Affairs Program corresponds or has personal contact with all minority students interested in the University of Washington School of Medicine to answer questions or counsel regarding the school or medical careers. A student group and a faculty group interested in minority affairs participate in recruitment and summer enrichment activities. In the WAMI Program (Washington, Alaska, Montana and Idaho) the University of Washington School of Medicine serves as the regional medical school for the four WAMI states, and minority recruitment efforts are concentrated in those states. However, minority students from the entire nation are encouraged to apply.

Admissions. In general, admission procedures are the same for all applicants. However because of the University of Washington School of Medicine's commitment to affirmative action, for purposes of admission minority applicants from any of the 50 states are treated as in-state applicants. The Admissions Committee considers diverse qualifications in addition to grade point averages and MCAT scores. Several members of the Admissions Committee are from minority backgrounds and several are students.

Academic Aid Programs. Individualized tutorial activities are arranged during the academic year for any student having academic difficulty. A Summer Tutorial Program is available to a small group of second-year medical students. This program allows remedial assistance and preparation for forthcoming course work. An expanded curriculum is available for students requiring more time to complete a portion of the curriculum.

Summer Programs. The University of Washington School of Medicine participates with Northwest Chicano Health, the Seattle Indian Health Board, the Alaska Native Foundation, and the University of Alaska in summer enrichment programs for high school and college pre-medical or pre-health science students.

A summer program is planned in 1982, at the University of Washington School of Medicine for new matriculants to our school from non-traditional backgrounds. Reading, study and test-taking skills will be emphasized as well as a preview of the medical school curriculum. The availability of financial assistance for students in the proposed summer program is unknown at this time. Contact the Minority Affairs Program for further details.

Student Financial Assistance. Certain fee waivers are available to students with demonstrated financial need. In-state tuition fees are available for out-of-state students in their second year of medical school upon obtaining residency status. Local and national grants, scholarships and loan funds are utilized to assist all students in financial need.

**Minority Applicants, Admissions, Matriculants and
Enrollments for the Academic Years 1979 and 1980**

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
1979-80												
Applied	114	47/67	—	2	2/0	—	6	2/4	—	2	2/0	—
Accepted	6	4/2	—	1	1/0	—	0	0/0	0	2	2/0	—
Matriculated	6	4/2	—	0	0/0	0	0	0/0	0	2	2/0	—
Enrolled												
First-Year	8	5/3	—	0	0/0	0	0	0/0	0	2	2/0	—
All Years	14	10/4	—	1	1/0	—	0	0/0	0	3	3/0	—
1980-81												
Applied	109	60/49	—	3	2/1	—	8	5/3	—	4	1/3	—
Accepted	9	6/3	—	0	0/0	0	0	0/0	0	1	0/1	—
Matriculated	9	6/3	—	0	0/0	0	0	0/0	0	1	0/1	—
Enrolled												
First-Year	9	6/3	—	0	0/0	0	0	0/0	0	1	0/1	—
All Years	20	14/6	—	1	1/0	—	0	0/0	0	3	2/1	—

— Indicates data not available

**Minority Students Graduated for the
Academic Years 1978 to 1981**

Minority Group	1978-79	1979-80	1980-81	1981-82 (est.)
Black American	4	1	6	5
American Indian	0	0	1	0
Mexican American/Chicano	0	0	0	0
Mainland Puerto Rican	0	1	0	2

Minority Applicants, Admissions, Matriculants and Enrollments for the Academic Years 1979 and 1980

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
1979-80												
Applied	153	72/81	39	3	3/0	33	10	6/4	30	2	2/0	50
Accepted	11	5/6	82	0	0/0	0	1	0/1	100	0	0/0	0
Matriculated	8	3/5	88	0	0/0	0	1	0/1	100	0	0/0	0
Enrolled												
First-Year	8	3/5	88	0	0/0	0	1	0/1	100	0	0/0	0
All Years	36	19/17	89	0	0/0	0	1	0/1	100	0	0/0	0
1980-81												
Applied	139	70/69	41	4	3/1	25	12	8/4	25	8	6/2	13
Accepted	14	—	93	0	0/0	0	1	1/0	100	0	0/0	0
Matriculated	9	5/4	100	0	0/0	0	1	1/0	100	0	0/0	0
Enrolled												
First-Year	9	5/4	100	0	0/0	0	1	1/0	100	0	0/0	0
All Years	36	17/19	92	0	0/0	0	2	1/1	100	0	0/0	0

— Indicates data not available

Minority Students Graduated for the Academic Years 1978 to 1981

Minority Group	1978-79	1979-80	1980-81	1981-82 (est.)
Black American	8	9	10	9
American Indian	0	0	0	0
Mexican American/Chicano	0	0	0	0
Mainland Puerto Rican	0	0	0	0

Minority Applicants, Admissions, Matriculants and Enrollments for the Academic Years 1979 and 1980

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican*		
	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
1979-80												
Applied	85	43/42	33	2	2/0	0	0	0/0	0	43	26/17	9
Accepted	11	4/7	25	0	0/0	0	0	0/0	0	2	1/1	50
Matriculated	5	1/4	40	0	0/0	0	0	0/0	0	0	0/0	0
Enrolled												
First-Year	7	3/4	57	0	0/0	0	0	0/0	0	0	0/0	0
All Years	14	7/7	71	0	0/0	0	0	0/0	0	0	0/0	0
1980-81												
Applied	90	57/33	48	4	3/1	25	0	0/0	0	40	26/14	23
Accepted	12	9/3	67	0	0/0	0	0	0/0	0	3	3/0	33
Matriculated	6	5/1	67	0	0/0	0	0	0/0	0	0	0/0	0
Enrolled												
First-Year	6	5/1	67	0	0/0	0	0	0/0	0	0	0/0	0
All Years	17	10/7	71	0	0/0	0	0	0/0	0	0	0/0	0

* Includes all Hispanics

Minority Students Graduated for the Academic Years 1978 to 1981

Minority Group	1978-79	1979-80	1980-81	1981-82 (est.)
Black American	1	1	3	3
American Indian	0	0	0	0
Mexican American/Chicano	0	0	0	0
Mainland Puerto Rican	0	0	0	0

**Marshall University
School of Medicine**

Address inquiries to
Dr. Patrick J. Brown
Assistant Dean for Student Affairs
1542 Spring Valley Drive
Huntington, West Virginia 25704
(304) 429-1365

Recruitment. The School of Medicine does not have a special recruitment program for minority students.

Admissions. The admissions process is the same for all applicants. The Admissions Committee considers the GPA for undergraduate studies, particularly in science and related courses, MCAT scores, and character qualifications such as motivation, enthusiasm, emotional stability, mature judgment, integrity, leadership and scope of interests. West Virginia residents and selected out-of-state applicants participate in two thirty-minute interviews with members of the Admissions Committee.

Academic Aid Programs. All medical school matriculants can receive tutorial as-

sistance and advisement from a particular course professor, an assigned faculty advisor and/or a student selected faculty advisor.

Summer Programs. At this time no academic enrichment and/or recruitment programs are offered during the summer.

Student Financial Assistance. Those students receiving a fee waiver from AMCAS will also receive a waiver of the \$10.00 application fee for the School of Medicine.

Other Pertinent Information. There is no discrimination because of race, sex, religion, age, handicap, or national origin. Qualified members of minority groups are encouraged to apply.

**West Virginia University
School of Medicine**

Address inquiries to
Dr. David Z. Morgan
Associate Dean
West Virginia University
School of Medicine
1149 Basic Sciences Building
Morgantown, West Virginia 26506
(304) 293-2408

Recruitment. The School of Medicine is participating in a University-wide program to interest secondary school students in health sciences careers. The program is especially oriented toward minority students.

Admissions. All candidates are reviewed by a single Admissions Committee. There are no separate committees for screening minority applicants.

Academic Aid Programs. Assistance is routinely given to any student who might require special help due to difficulties in coursework.

Student Financial Assistance. There are no special sources of financial aid for minority students. Need is the sole criterion of consideration for all students.

The Medical College of Wisconsin

Address inquiries to
Dr. José B. Torres
Assistant Dean for Student Affairs and
Director, Office of Minority Affairs
The Medical College of Wisconsin
8701 Watertown Plank Road
Milwaukee, Wisconsin 53226
(414) 257-8207

Recruitment. The minority student program is conducted by the Medical College of Wisconsin's (MCW) Director of Minority Affairs. MCW's minority recruitment program includes field visits, orientation visits to the medical school, a Summer Bridging Program for incoming medical students, a summer "health careers exploration" program for high school students, participation in high school and undergraduate career days, and other community involvement where applicable. Minority medical students participate where possible.

Admissions. All minority applicants are screened, evaluated, and recommended for admission by a subcommittee of The Medical College of Wisconsin's Admission Committee. The Director of Minority Affairs is a member of the subcommittee and a voting member of the Admissions Committee. Factors such as motivation, enthusiasm for the profession of medicine, and academic improvement are given particular emphasis in assessing minority applicants.

At present, the Committee includes two Black and two Latino faculty members.

Also, when minority applicants are interviewed, they have a chance to talk with minority students about the school.

Academic Aid Programs. The Medical College of Wisconsin provides academic support for all students who encounter academic difficulties and require assistance. It offers a decelerated program whereby students can complete the first two years over a three-year period.

Summer Programs. The Summer Bridging Program is a six-week summer program for admitted minority students. The program includes a basic medical school course for credit, an early introduction to the first-year curriculum and the criteria for successful completion, study skills, and learning techniques.

Student Financial Assistance. Application fees for full time students are waived by MCW when requested by the applicant, who must first obtain an AMCAS fee waiver.

Minority Applicants, Admissions, Matriculants and Enrollments for the Academic Years 1979 and 1980

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
1979-80												
Applied	221	123/98	—	23	17/6	—	74	58/16	—	20	13/7	—
Accepted	19	12/7	—	3	1/2	0	13	10/3	—	3	1/2	—
Matriculated	—	—	—	—	—	—	—	—	—	—	—	—
Enrolled												
First-Year	8	5/3	—	3	1/2	0	8	6/2	—	3	1/2	—
All Years	34	18/16	—	4	2/2	—	30	25/5	—	6	4/2	—
1980-81												
Applied	188	112/76	—	13	7/6	—	75	56/19	—	17	10/7	—
Accepted	18	—	—	4	4/0	—	20	16/4	—	3	0/3	—
Matriculated	—	—	—	—	—	—	—	—	—	—	—	—
Enrolled												
First-Year	8	4/4	—	1	1/0	0	8	4/4	—	1	0/1	—
All Years	36	18/18	—	5	3/2	—	27	20/7	—	6	4/2	—

— Indicates data not available

Minority Students Graduated for the Academic Years 1978 to 1981

Minority Group	1978-79	1979-80	1980-81	1981-82 (est.)
Black American	8	7	11	6
American Indian	1	0	1	0
Mexican American/Chicano	1	7	7	6
Mainland Puerto Rican	1	0	2	1

Minority Applicants, Admissions, Matriculants and Enrollments for the Academic Years 1979 and 1980

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
1979-80												
Applied	126	72/54	9	23	17/6	9	93	72/21	3	1	1/0	0
Accepted	4	2/2	50	4	3/1	25	5	3/2	20	0	0/0	0
Matriculated	1	1/0	100	3	2/1	33	1	0/1	100	0	0/0	0
Enrolled												
First-Year	1	1/0	100	3	2/1	—	1	0/1	—	1	0/1	—
All Years	8	6/2	—	6	4/2	—	11	7/4	—	3	2/1	—
1980-81												
Applied	98	60/38	8	14	10/4	36	84	63/21	4	9	5/4	—
Accepted	1	1/0	0	0	0/0	0	9	7/2	11	0	0/0	0
Matriculated	0	0/0	0	—	—	—	5	3/2	20	—	—	—
Enrolled												
First-Year	0	0/0	0	0	0/0	0	5	3/2	20	3	2/1	—
All Years	7	5/2	—	5	2/3	—	15	9/6	—	6	4/2	—

— Indicates data not available

Minority Students Graduated for the Academic Years 1978 to 1981

Minority Group	1978-79	1979-80	1980-81	1981-82 (est.)
Black American	1	1	3	3
American Indian	—	2	1	1
Mexican American/Chicano	3	1	4	4
Mainland Puerto Rican	—	—	1	—

Minority Applicants, Admissions, Matriculants and Enrollments for the Academic Years 1979 and 1980

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
1979-80												
Applied	2	2/0	100	0	0/0	0	0	0/0	0	0	0/0	0
Accepted	0	0/0	0	0	0/0	0	0	0/0	0	0	0/0	0
Matriculated	0	0/0	0	0	0/0	0	0	0/0	0	0	0/0	0
Enrolled												
First-Year	0	0/0	0	0	0/0	0	0	0/0	0	0	0/0	0
All Years	0	0/0	0	0	0/0	0	0	0/0	0	0	0/0	0
1980-81												
Applied	19	11/8	11	3	3/0	33	1	1/0	0	1	0/1	0
Accepted	0	0/0	0	1	1/0	100	0	0/0	0	0	0/0	0
Matriculated	0	0/0	0	1	1/0	100	0	0/0	0	0	0/0	0
Enrolled												
First-Year	0	0/0	0	1	1/0	100	0	0/0	0	0	0/0	0
All Years	0	0/0	0	1	1/0	100	0	0/0	0	0	0/0	0

Minority Students Graduated for the Academic Years 1978 to 1981

Minority Group	1978-79	1979-80	1980-81	1981-82 (est.)
Black American	0	0	0	0
American Indian	0	0	0	0
Mexican American/Chicano	0	0	0	0
Mainland Puerto Rican	0	0	0	0

**Minority Applicants, Admissions, Matriculants and
Enrollments for the Academic Years 1979 and 1980**

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
1979-80												
Applied	—	—	—	—	—	—	—	—	—	—	—	—
Accepted	—	—	—	—	—	—	—	—	—	—	—	—
Matriculated	—	—	—	—	—	—	—	—	—	—	—	—
Enrolled												
First-Year	2	2/0	—	0	0/0	0	0	0/0	0	0	0/0	0
All Years	2	2/0	—	0	0/0	0	0	0/0	0	0	0/0	0
1980-81												
Applied	—	—	—	—	—	—	—	—	—	—	—	—
Accepted	—	—	—	—	—	—	—	—	—	—	—	—
Matriculated	—	—	—	—	—	—	—	—	—	—	—	—
Enrolled												
First-Year	0	0/0	0	0	0/0	0	0	0/0	0	0	0/0	0
All Years	0	0/0	0	0	0/0	0	0	0/0	0	0	0/0	0

— Indicates data not available

**University of Wisconsin
Medical School**

Address inquiries to
Dr. LeRoy T. Brown
Assistant Dean
University of Wisconsin
Medical School
1300 University Avenue, Room 1250-B
Madison, Wisconsin 53706
(608) 263-4903

Recruitment. The Office of Health Sciences Opportunity Programs coordinates the recruitment activities within the Medical School, under the direction of the Assistant Dean for Student Services. Visits are made throughout the year to secondary schools and colleges in the state, and to Career Day Activities nationally. Secondary school students and undergraduate college students who are residents of Wisconsin are recruited for summer programs. Students (residents and non-residents) holding acceptances into the entering medical class also participate in the summer program.

Admissions. The Admissions Committee takes into consideration non-traditional experiences when reviewing applicants from disadvantaged backgrounds. Minority faculty and students are represented on the Admissions Committee. Interviews are arranged on campus or regionally upon request by the applicant. In some cases, partial reimbursement for travel to the university is provided. Although there is a state legislative limitation on non-resident enrollment (5 percent of the entering class), qualified non-resident minorities are encouraged to apply. Rarely, however, is serious consideration given to applicants whose academic scores are considerably below the national mean. The prerequisite courses of biology, chemistry, mathematics, and physics must include one semester of quantitative analytical chemistry laboratory and one semester of advanced biology laboratory.

Academic Aid Programs. Tutors and study skills specialists are available throughout the academic year.

Summer Programs. An eight-week summer opportunity program is conducted for high school students, undergraduate college students who are residents of Wisconsin, and first-year medical students accepted into the entering medical school class. Entering

medical students are enrolled in Gross Human Anatomy Dissection, an eight-credit course normally offered in the fall semester of medical school. Other components of the summer program include concentrated exercises in study skills, and activities involving the university community and the Clinical Sciences Center. Undergraduate science courses are available to other program participants. Awards to summer program participants are based on need and the availability of funds.

Student Financial Assistance. The university makes available financial aid in the form of grants, scholarships, and low interest loans on a competitive basis to all students. Awards are based primarily on greatest need. Additional funds are available to support minority students under the Advanced Opportunity Fellowship Program. These are granted based on the availability of funds, and information from the student's financial aid form (FAF), financial aid application (FAA), and financial aid transcript (FAT). The average minority financial aid package consists of approximately equal amounts of grant awards and loans during the four years of medical school. Students receiving a fee waiver from AMCAS do not have to pay the Wisconsin application fee of \$20.00.

Other Pertinent Information. The American Medical College Application Services (AMCAS) application must be filed with AMCAS on or before December 1. All additional information including the completed Wisconsin Supplemental Application form, letters of recommendation (3), and scores from the New Medical College Admissions Test (MCAT) must be received no later than January 15 of the desired entry year. Applicants who have been accepted prior to July 1, have the opportunity to participate in the delayed admissions program. The program allows the accepted applicant to delay matriculation into medical school for one (1) year.

Tables

Table 1
SUMMER AND YEARLY MOTIVATIONAL AND ENRICHMENT PROGRAMS*

**35 U.S. Medical Schools Offering Programs
for Students at the High School Level**

Arkansas	Mount Sinai
Brown	Nebraska
California, Southern	New York University
Chicago Medical	SUNY—Downstate
Chicago-Pritzner	North Dakota
Connecticut	Northwestern
Georgetown	Oklahoma
Georgia, Medical College of	Pennsylvania, University of
Howard	Rush
Jefferson	Texas A & M
Louisiana State University, New Orleans	Utah
Mayo	Vermont
Miami	Washington, University of
Michigan, University of	Wayne State
Minnesota-Duluth	Wisconsin, Medical College of
Minnesota-Minneapolis	Wisconsin, University of
Missouri-Columbia	Wright State
Missouri-Kansas City	

**44 U.S. Medical Schools Offering Programs
for Students at the Undergraduate College Level**

Arkansas	Nebraska
Baylor	Nevada
Brown	New Jersey-Newark
California, Irvine	New York Medical
California, Southern	SUNY-Downstate
Colorado	North Carolina
Cornell	North Dakota
East Carolina	Ohio State
East Tennessee	Pennsylvania, University of
Eastern Virginia	Pittsburgh
Georgetown	Puerto Rico, University of
Georgia, Medical College of	Rochester
Harvard	South Carolina, Medical University of
Howard	Tennessee, University of
Illinois, Southern	Texas-Galveston
Illinois, University of	Texas-Houston
Loma Linda	Texas-San Antonio
Massachusetts, University of	Tulane
Mayo	Washington, University of
Meharry	Wayne State
Miami	Wisconsin, University of
Minnesota-Duluth	Wright State

Table 1 (Continued)
**SUMMER AND YEARLY MOTIVATIONAL
 AND ENRICHMENT PROGRAMS***

**49 U.S. Medical Schools Offering Summer Programs
 for Students Accepted to Their Medical School**

Albany	Loma Linda
Albert Einstein	Maryland
Arkansas	Minnesota-Minneapolis
Boston University	Missouri-Columbia
Bowman Gray	Mount Sinai
Brown	New Jersey-Newark
California-Davis	New Jersey-Rutgers
California-Irvine	New York Medical
California-Los Angeles	SUNY-Buffalo
California-San Francisco	SUNY-Downstate
California, Southern	SUNY-Upstate
Case Western	North Carolina
Cincinnati	Ohio, Medical College of
Colorado	Ohio State
Creighton	Ponce
Drew	Puerto Rico, University of
East Carolina	Temple
Florida, University of	Texas Tech
Georgetown	Tufts
Hahnemann	Virginia, Medical College of
Harvard	Washington, University of
Howard	Wayne State
Illinois, University of	Wisconsin, Medical College of
Iowa	Wisconsin, University of
Kentucky	

**2 U.S. Medical Schools Offering Summer Programs
 for Students Accepted to Any Medical School**

California-San Diego	New Mexico
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7 U.S. Medical Schools Sponsoring Postbaccalaureate Programs

Creighton	North Dakota
Florida, South	Texas-San Antonio
Illinois, Southern	Wayne State
North Carolina	

*Of the 125 schools who responded to the questionnaire, 90 offer some form of Summer and/or Yearly Motivational and Enrichment Programs.

Minority Applicants, Admissions, Matriculants and Enrollments for the Academic Years 1979 and 1980

	Black American			American Indian			Mexican American/Chicano*			Mainland Puerto Rican		
	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
1979-80												
Applied	183	112/71	—	11	8/3	—	107	74/33	—	—	—	—
Accepted	—	—	—	—	—	—	—	—	—	—	—	—
Matriculated	—	—	—	—	—	—	—	—	—	—	—	—
Enrolled												
First-Year	7	6/1	57	0	0/0	0	1	1/0	0	1	1/0	0
All Years	28	19/9	43	2	2/0	50	4	4/0	25	4	3/1	0
1980-81												
Applied	209	113/96	—	17	11/6	—	119	94/25	—	—	—	—
Accepted	—	—	—	—	—	—	—	—	—	—	—	—
Matriculated	—	—	—	—	—	—	—	—	—	—	—	—
Enrolled												
First-Year	5	2/3	60	1	1/0	100	2	2/0	50	2	1/1	100
All Years	24	15/9	43	2	2/0	50	5	5/0	15	5	3/2	15

— Indicates data not available

* Includes other Hispanics

Minority Students Graduated for the Academic Years 1978 to 1981

Minority Group	1978-79	1979-80	1980-81	1981-82 (est.)
Black American	7	6	6	8
American Indian	0	1	1	0
Mexican American/Chicano	0	1	0	3
Mainland Puerto Rican	1	1	1	2

Table 2
U.S. Medical School Graduates by Selected Racial/Ethnic Groups, ‡ 1978-79 to 1981-82 (est.)

Medical School	1978-79				1979-80				1980-81				1981-82 (est.)			
	BA	AI	MA	mPR	BA	AI	MA	mPR	BA	AI	MA	mPR	BA	AI	MA	mPR
GRAND TOTALS +	774	49	194	52	768	33	192	65	773	43	201	75	—	—	—	—
Alabama	3	—	—	—	6	—	—	—	9	—	—	—	5	1	—	1
Alabama, South	0	0	0	0	1	0	0	0	1	0	0	0	1	0	0	1
Albany	2	0	0	0	1	0	0	0	0	0	0	1	1	0	0	0
Albert Einstein	1	0	1	3	6	0	0	4	8	1	0	2	3	0	0	1
Arizona	1	0	5	0	1	0	0	0	0	2	4	0	0	0	2	1
Arkansas	3	1	2	0	5	0	0	0	6	0	0	0	7	1	0	0
Baylor	8	1	17	0	4	1	16	1	12	1	8	0	6	0	8	0
Boston University	5	0	0	1	7	0	0	10	12	0	0	7	11	1	4	6
Bowman Gray	4	1	0	0	2	0	0	0	5	1	0	0	5	4	0	2
Brown	4	0	0	0	4	0	0	1	2	0	0	0	4	0	0	1
California—Davis	5	1	7	0	9	1	6	1	4	1	3	0	2	0	3	1
California—Irvine	7	1	14	0	7	1	8	0	8	0	18	1	3	1	10	0
California—Los Angeles	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
California—San Diego	3	1	3	0	0	0	4	0	1	0	4	0	2	1	4	0
California—San Francisco	15	0	12	2	11	0	8	2	4	1	13	2	11	0	18	3
California—Southern	9	2	13	1	3	0	8	0	5	0	8	0	3	0	6	0
Case Western Reserve	13	0	2	2	11	0	2	1	14	1	1	0	14	0	2	1
Chicago Medical	9	2	1	0	1	0	0	0	2	0	0	0	5	0	0	0
Chicago—Pritzker	7	0	0	0	1	0	1	0	4	0	0	0	1	0	1	0
Cincinnati	10	—	—	—	10	—	—	—	12	—	—	—	15	—	1	—
Colorado	4	2	11	0	4	2	12	0	6	4	13	0	2	1	9	0
Columbia	4	0	—	3*	6	0	—	0*	9	0	—	3*	3	0	—	1*
Connecticut	2	0	0	0	2	0	0	0	4	0	0	1	2	0	0	2
Cornell	10	1	0	1	8	1	0	3	8	0	1	3	8	0	2	3
Creighton	6	1	4	0	3	1	3	0	4	2	5	0	2	1	4	0
Dartmouth	3	0	1	0	4	1	0	1	2	0	2	0	3	4	0	0
Drew, Charles R.	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Duke	10	0	0	0	5	1	0	0	6	0	0	0	7	0	0	0
East Carolina	—	—	—	—	—	—	—	—	2	—	—	—	2	—	—	—
Emory	3	0	0	0	3	0	1	0	4	0	0	0	5	0	0	1
Florida (incl. FSU-FAMU program)	14	0	0	0	11	0	0	0	8	0	0	0	10	0	0	0

Table 2 Continued)

Medical School	1978-79				1979-80				1980-81				1981-82 (est.)			
	BA	AI	MA	mPR	BA	AI	MA	mPR	BA	AI	MA	mPR	BA	AI	MA	mPR
Florida, South	1	1	6	0	2	0	7	0	0	0	5	0	1	0	5	0
Georgetown	8	1	0	0	8	0	0	0	2	0	0	0	8	2	0	1
George Washington	12	—	—	—	8	—	—	—	7	—	—	—	9	1	—	—
Georgia	5	—	—	—	1	—	—	—	5	—	—	—	8	—	—	—
Hahnemann	10	1	0	2	12	0	2	2	15	0	1	0	10	0	1	1
Harvard	13	0	0	2	16	0	2	2	19	1	9	5	12	1	4	4
Hawaii	6	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Howard	70	1	0	0	76	0	0	1	80	0	0	0	89	0	0	0
Illinois	25	0	8*	—	29	—	9*	—	18	0	14*	—	25	—	12*	—
Illinois, Southern	3	0	1	0	9	0	1	0	3	0	1	0	7	0	1	0
Indiana	3	—	—	2	10	—	2	1	3	1	—	—	3	1	—	—
Iowa	7	1	—	—	5	—	—	—	3	—	1	—	4	1	1	1
Jefferson	4	0	0	0	8	0	0	1	16	4	0	2	7	0	3	2
Johns Hopkins	3	—	—	—	4	—	—	—	2	—	—	—	3	1	1	—
Kansas	5	0	2	0	1	1	0	0	5	0	5	0	2	1	3	0
Kentucky	3	0	0	0	4	0	0	0	3	0	0	0	1	1	0	0
Loma Linda	6	0	2	0	9	1	2	0	3	0	1	1	3	0	2	0
Louisiana—New Orleans	4	1	0	0	2	0	0	0	7	0	0	0	4	1	1	0
Louisiana—Shreveport	0	—	—	—	1	—	—	—	4	—	—	—	2	—	—	—
Louisville	2	2	0	1	4	0	0	1	3	0	0	2	4	0	0	1
Marshall	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Maryland	4	0	0	0	14	0	0	0	8	0	1	0	10	1	2	0
Massachusetts	2	0	0	0	4	0	0	0	2	0	0	1	6	0	0	1
Mayo	0	0	0	1	2	0	1	0	3	0	0	0	1	1	0	0
Meharry	96	0	2	1	93	0	2	1	88	2	2	2	98	2	1	0
Miami	4	0	0	0	2	0	0	0	1	0	0	1	4	0	0	1
Michigan State	17	0	4	1	10	2	4	0	9	1	3	0	13	0	6	2
Michigan, Univ. of	19	0	2	1	12	0	0	1	10	2	2	0	13	0	2	0
Minnesota—Duluth	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Minnesota—Minneapolis	4	1	2	0	7	0	11	1	5	3	9	0	4	2	6	1
Missouri—Columbia	0	2	0	0	3	1	0	0	3	0	0	0	2	0	0	0
Missouri—Kansas City	5	1	0	0	4	0	0	0	4	1	1	0	7	2	3	0
Morehouse**	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—

Table 2 Continued)

Medical School	1978-79				1979-80				1980-81				1981-82 (est.)			
	BA	AI	MA	mPR	BA	AI	MA	mPR	BA	AI	MA	mPR	BA	AI	MA	mPR
Mount Sinai	6	—	—	2	8	—	—	3	3	—	—	2	6	—	1	3
Nebraska	0	2	0	0	3	0	0	0	0	1	0	0	1	0	0	0
Nevada	0	0	0	0	0	0	0	0	0	1	1	0	0	0	1	0
New Jersey: UMD																
New Jersey Medical	19	0	0	5	12	—	—	4	14	—	—	5	21	—	—	4
Rutgers	10	—	—	—	16	—	—	1	15	—	—	4	11	—	—	3
New Mexico	0	1	11	0	0	0	11	0	1	1	11	0	0	1	10	0
New York Medical	9	0	0	8	4	0	0	6	8	0	0	4	7	0	0	4
New York University	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
New York: SUNY																
Buffalo	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Downstate	18	—	—	4	9	1	1	5	9	—	—	1	8	—	1	1
Stony Brook	5	0	0	4	0	0	0	4	3	0	0	3	9	0	0	3
Upstate	6	0	0	1	6	1	0	1	4	0	0	0	2	0	1	0
North Carolina	15	3	0	0	19	2	0	2	24	1	0	0	12	0	0	0
North Dakota	0	6	0	0	0	5	0	0	0	8	0	0	0	3	0	0
Northwestern	2	0	0*	—	8	0	2*	—	5	0	1*	—	9	0	2*	—
Ohio, Med. Col. of	2	0	0	0	7	0	0	0	5	0	1	0	3	0	0	0
Ohio, Northeastern	—	—	—	—	—	—	—	—	0	0	0	0	0	0	0	0
Ohio State	8	0	0	0	6	0	1	0	5	0	0	0	10	0	1	0
Oklahoma	1	7	—	—	1	4	—	1	2	3	4	—	2	3	4	—
Oral Roberts	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Oregon	0	1	0	—	0	1	0	—	0	0	0	—	0	0	0	—
Pennsylvania,																
Med. Col. of	3	0	0	1	2	0	0	0	5	1	0	0	1	0	0	0
Pennsylvania State	1	0	2	0	5	0	1	0	3	0	3	1	4	1	1	0
Pennsylvania,																
Univ. of	17	0	0	0	12	0	0	1	13	0	2	0	10	0	0	1
Pittsburgh	4	0	0	0	2	0	0	0	3	0	0	0	2	0	0	0
Ponce	—	—	—	—	—	—	1	1	—	—	1	2	—	—	—	—
Puerto Rico,																
Univ. of	—	—	—	—	—	—	—	—	1	—	—	1	1	—	—	—
Rochester	1	0	0	1	2	0	0	0	0	0	0	1	3	0	0	1
Rush	6	0	2	0	7	1	1	0	10	0	0	0	—	—	—	—

Table 3
Mean MCAT Score for New MCAT Areas of Assessment by
Racial/Ethnic Groups for 1979 and 1980 Examinations

	Biology	Chemistry	Physics	Science Problems	Skills Analysis: Reading	Skills Analysis: Quantitative
Black						
1979 (n = 3530)	5.54	5.78	5.24	5.36	5.35	4.80
1980 (n = 3816)	5.51	5.65	5.46	5.33	4.91	4.70
American Indian						
1979 (n = 202)	6.78	6.83	6.58	6.69	7.15	6.88
1980 (n = 205)	6.97	6.63	6.76	6.57	7.25	6.55
Mexican American						
1979 (n = 624)	6.85	6.76	6.33	6.54	6.55	6.16
1980 (n = 686)	6.94	6.70	6.63	6.59	6.38	6.00
Mainland Puerto Rican						
1979 (n = 250)	6.30	6.45	5.84	6.02	5.56	5.32
1980 (n = 295)	5.96	6.25	5.95	5.85	5.12	5.11
White						
1979 (n = 38,197)	8.17	8.33	8.02	8.15	8.34	8.22
1980 (n = 38,881)	8.41	8.21	8.28	8.17	8.26	8.01
All Examinees						
1979 (n = 47,085)	7.85	8.06	7.72	7.84	7.90	7.78
1980 (n = 48,701)	8.03	7.92	7.96	7.84	7.73	7.56

Source: *Percentile Rank Ranges for New MCAT Areas of Assessment*. (1979 and 1980 Summary of Score Distribution).

Table 4
Distribution of Medical School Faculty
by Ethnic Origin and Degree, 1982

	M.D./M.D.-Ph.D.		Ph.D./O.D.		Other Degree		Total	
	No.	%	No.	%	No.	%	No.	%
Black	480	1.6	157	1.2	173	5.1	810*	1.7
American Indian	21	.1	8	.1	8	.2	37	.1
Mexican American	66	.2	31	.2	8	.2	105	.2
Puerto Rican	245	.8	34	.3	32	.9	311*	.7
Asian	2,277	7.4	951	7.0	91	2.7	3,319	7.0
Other Hispanic	570	1.9	86	.6	30	.9	686	1.4
Caucasian	24,930	81.1	11,459	84.6	2,843	83.4	39,232	82.3
Unknown	2,156	7.0	820	6.1	225	6.6	3,201	6.7
Total	30,745	100.0	13,546	100.0	3,410	100.0	47,701	100.0

*210 Black Americans and 238 Puerto Ricans are at Howard, Meharry, University of Puerto Rico and Ponce School of Medicine.

Source: Elizabeth J. Higgins, *Participation of Women and Minorities on U.S. Medical School Faculties, 1982*, Association of American Medical Colleges.

Table 2 Continued)

	1978-79				1979-80				1980-81				1981-82 (est.)			
	BA	AI	MA	mPR	BA	AI	MA	mPR	BA	AI	MA	mPR	BA	AI	MA	mPR
Medical School																
Saint Louis	1	—	—	—	5	—	—	—	3	—	—	—	6	—	—	—
South Carolina, Med. Univ. of	6	0	0	0	8	0	0	0	2	0	0	0	6	0	0	0
South Carolina, Univ. of	—	—	—	—	—	—	—	—	1	—	—	—	—	—	—	—
South Dakota	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Stanford	8	1	6	0	5	3	6	0	5	2	13	0	11	1	10	0
Temple	21	0	0	2	12	0	0	1	22	0	0	3	19	0	0	3
Tennessee, East	—	—	—	—	—	—	—	—	—	—	—	—	0	0	0	0
Tennessee, Univ. of	2	0	0	0	1	0	0	0	1	0	0	0	—	1	0	0
Texas, A&M	0	0	0	0	0	0	0	0	0	0	1	0	0	1	1	0
Texas—Dallas (Southwestern)	4	0	12	0	4	1	13	0	1	0	15	0	10	0	13	0
Texas—Galveston	2	0	1	0	2	0	6	0	4	0	15	0	4	0	12	0
Texas—Houston	1	0	4	0	0	0	0	0	1	—	1	1	0	0	4	0
Texas—San Antonio	4	0	19*	0	2	0	13*	0	5	0	15*	0	3	0	28*	0
Texas Tech	3	1	4	0	0	0	4	2	2	0	4	0	1	1	2	0
Tufts	7	3	0	4	15	—	2	—	8	—	3	1	12	1	1	2
Tulane	12	1	0	0	6	0	1	1	10	1	0	0	10	1	1	2
Uniformed Services Univ.	—	—	—	—	1	0	0	1	2	1	2	0	5	0	1	0
Utah	3	2	2	0	0	0	4	0	2	0	5	0	1	1	5	0
Vanderbilt	5	0	0	0	2	0	0	0	1	0	0	0	5	0	0	0
Vermont	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Virginia, Eastern	4	0	0	0	1	0	0	1	6	1	0	0	5	0	0	2
Virginia, Medical College of	8	0	0	0	9	0	0	0	10	0	0	0	9	0	0	0
Virginia, Univ. of	1	0	0	0	1	0	0	0	3	0	0	0	3	0	0	0
Washington Univ. (St. Louis)	9	0	0	0	13	0	0	0	10	2	0	0	15	0	0	0
Washington, Univ. of	1	—	3	—	1	2	1	—	3	1	4	1	3	1	4	—
Wayne State	15	0	0	2	16	0	1	0	26	0	0	1	14	0	1	0
West Virginia	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—

Table 2 Continued)

Medical School	1978-79				1979-80				1980-81				1981-82 (est.)			
	BA	AI	MA	mPR	BA	AI	MA	mPR	BA	AI	MA	mPR	BA	AI	MA	mPR
Wisconsin, Med. Col. of	8	1	1	1	7	0	7	0	11	1	7	2	6	0	6	1
Wisconsin, Univ. of	7	0	0	1	6	1	1	1	6	1	0	1	8	0	3	2
Wright State	—	—	—	—	1	0	0	0	1	0	0	0	9	0	0	0
Yale	11	0	0	1	10	0	0	1	7	0	1	1	8	0	0	0

+ Grand totals include schools for which individual figures were unavailable.

— Indicates data not available.

* Data include other Hispanic students.

• • Developing Medical School

‡ These groups are Black American, American Indian, Mexican American, and mainland Puerto Rican.

Sources: Minority Student Opportunities in U.S. Medical Schools Questionnaires and JAMA (Grand total).